

**USING INFORMATION GAP ACTIVITIES TO IMPROVE THE FOURTH  
GRADE STUDENTS' SPEAKING SKILLS AT SDIT SALSABILA 3  
BANGUNTAPAN BANTUL IN THE ACADEMIC YEAR OF 2013/2014**

**A THESIS**

Presented as fulfillment of the requirements to attain  
*A Sarjana Pendidikan* degree in English Education



By

Siti Choyimah

06202244161

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA**

**2013**

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**APPROVAL**

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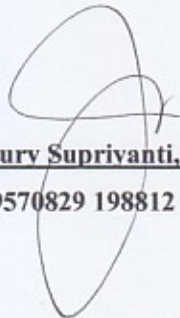
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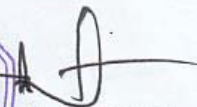
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## PERNYATAAN

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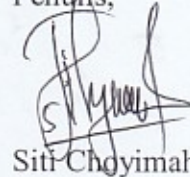
Judul Skripsi : *Using Information Gap Activities to Improve the Fourth Grade Students' Speaking Skills at SDIT Salsabila 3 Banguntapan Bantul in the Academic Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 4 Desember 2013

Penulis,



Siti Choyimah

## **MOTTOS**

One will gain nothing without making any efforts  
(QS. An Najm: 39)

What I hear, I forget  
What I see, I remember  
What I do, I understand  
(Confusius)

Don't be afraid of growing slowly,  
be afraid of standing still  
(unknown)

Don't waste your time or time will waste you  
(unknown)

## **DEDICATIONS**

In the name of Allah, I dedicate my thesis to:

♥ My dearest father and mother,

Sampan & Suwarni

♥ My beloved brother and sister,

Achmad Syaifudin & Siti Kholifah

♥ My beloved husband,

Tri Cahyono

Thank you for all the continuous prayers, support, and endless love.

## ACKNOWLEDGEMENTS

Alhamdulillahirrobbil' alamin, praise be to Allah SWT who has given me remarkable blessings and strengths, so that I could finish this thesis. Here, I would like to thank all of those who have supported and guided me in accomplishing this thesis. My appreciation and thanks are due to:

1. my consultant, Dra. Nury Supriyanti, M.A., for the guidance, help, correction, advice, motivation, and encouragement in accomplishing this thesis,
2. my lecturers of English Education Department who have given me a lot of knowledge,
3. my beloved family; my father (Sampan), my mother (Suwarni), my brother and sister (Achmad Syaifudin and Siti Kholifah) and my husband (Tri Cahyono) for the prayers and support in accomplishing this thesis,
4. the big family of SDIT Salsabila 3, especially to the school principal, Mr. Pandi Kuswoyo, M.Pd.I., the English teacher, Mr. Koko and Mrs. Evi Ni'matuzzakiah, S.Th.I, M.A., and the fourth grade students, thanks for the support and participation,
5. all of my friends in English Education Department '06, especially O-class students '06 for the friendship.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 4th December 2013  
The writer,

Siti Choyimah



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**ABSTRACT**

The objective of this research is to improve the speaking skills of the fourth grade students of SDIT Salsabila 3 Banguntapan Bantul in the academic year of 2013/2014 through information gap activities.

This study was an action research study consisting of two cycles. To achieve the objective, collaborative work involving the researcher, the English teacher, and grade four students was done. The main subjects of this study were grade four students of SDIT Salsabila 3 in the academic year of 2013/2014. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the English teacher about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' speaking ability through the pre-test and post-test. Therefore, the quantitative data were in the form of students' speaking scores in the pre-test and post-test. To deal with the problems, the researcher implemented the actions of using information gap activities as the main activities, supported by the use of classroom English, interesting media, and giving rewards and feedback on the students' pronunciation.

Based on the research conducted, the use of information gap activities, accompanied by using media, classroom English, giving rewards, and giving feedback on the students' pronunciation, in this study successfully improved the students' speaking skills. The indicators of the success of the implementation were that 1) the students could understand and respond to the teacher's questions and expression orally, 2) the students were more confident in speaking in English, 3) the students were more relaxed and could maintain their motivation and attention during the learning process, 4) the students actively engaged in the teaching-learning process, 5) the students were more interested in the media, and 6) the students were also more familiar with the classroom English. The findings were supported by the means of the students' speaking scores which had improved from 6.5 in the pre-test to 8.3 in the post-test.



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

In Indonesia, English is taught at elementary school as a local content subject. According to the 1994 Curriculum, it is aimed at developing students' motivation, so that they will have readiness and self-confidence to learn English when they continue their study to the secondary level, and introducing English as the first foreign language as well.

According to the 2006 Curriculum, the objectives of the English teaching as a local content subject at the elementary school level are as follows. First, it is aimed at providing the learners with abilities to develop the communicative competence in the simple oral form to accompany the action (language accompanying action) within the school context. Second, it is aimed at arousing the learners' awareness of the nature and the importance of English in order to be ready to compete in the global world

At the beginning, English was taught only for students of grades four, five and six. Nevertheless, some schools start to give English as one of the subjects for students of grade one to three instead of students of grades four to six. It is based on consideration that when English is introduced in the early age, students will have better achievement. To achieve successful language learning, the students are required to master four English language skills comprising receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills.

From those four skills, speaking is one of the skills that must be practiced orally. Speaking is the skill that the children acquire first while listening, because children often cannot read and write all yet, or not with much confidence. However the aim of English teaching in Indonesia is to build students' communicative competence. So, the students have to communicate to others by using English during the English lesson. However, in practice, the students are not given sufficient opportunity to develop and practice the speaking skill. Based on the national curriculum in which it is stated that English teaching has to cover four main skills, the English teachers have to teach those skills in equal portion. In fact, most Indonesian English teachers focus more on the written skills, reading and writing, and less on oral skills, speaking and listening. On the other hand, they have less opportunity to practice speaking in English when they are not in the classroom. Besides, the activities in speaking are less communicative because the teachers give many theories to the students without instructing them to practice the language. Also, the teaching and learning process seems to be teacher-centered since the teachers always explain the materials and the students only listen to him. Those processes can cause a gap between the teacher and the students.

Meanwhile, most of the Indonesian students are shy and reluctant. When the students are asked to practice or perform the activity in front of the class, they refuse to do it. They are afraid of making mistakes. In addition, during the English lesson, they use mother tongue or Indonesian, so they do not practice English they have learnt. Therefore, their speaking ability is still poor. They can speak neither

fluently nor accurately. They make many mispronunciations. However, most of the teachers do not correct the students' pronunciation.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore, it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson, especially in the speaking lesson. Besides, the teachers mostly use individual and pair work. They rarely use group work which can improve the students' participation in the lesson. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students.

To achieve the success of English teaching learning process, there must be a good cooperation between the teacher and the students. Students' involvement during the teaching learning process gives a beneficial contribution to the success of teaching. Due to the importance of the students' involvement, various kinds of interesting activities need to be created. In this case, the teacher plays an important role. Knowing the children characteristics is one important thing for the teacher. Therefore, the teacher will be able to create the suitable activities for the students. Unfortunately, it has not been realized by some English teachers in elementary schools that knowing children's characteristics is important. It can be seen on how teachers teach the students in some elementary schools. Some elementary school teachers ask students to memorize word by word and some language function. Some of them have been teaching the students with some targets to be reached by students without considering the students' interest. Even

in some elementary schools in a remote area, English is taught by non-English-background teachers.

Based on the problems mentioned above, the researcher tried to use a teaching technique which can encourage the students to speak English, called information gap activities. By using information gap activities during the speaking lesson, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved too.

## **B. Identification of the Problem**

Speaking is one of the four language skills that requires a lot of practice. Teaching speaking is more giving students opportunities to practice the language rather than explaining the grammar rules. To give students ample opportunities to practice the language, teachers need to create some activities that are suitable with the students' condition.

Teaching English for children is not the same as teaching English for adults. One of the efforts for teaching English to children is by creating communicative activities which are appropriate to the children and they should be involved actively in the activities. However, it has been a problem for some teachers to create communicative activities that can make the students involved actively during the class.

To identify the problems in the field, the researcher observed the teaching learning process in Grade IV Class. Based on the observations, the researcher found some problems that arose at grade IV class.

The first problem is related to the students. Most of the students are not actively engaged in the lesson. These passive students posed many problems; they had low motivation in learning and they seemed bored with the learning activities so that they did not pay attention to the teacher or the lesson. They were busy with their own activities. They spend their time with friends by playing, feeling sleepy, disturbing the other friends, drawing something in their books, etc and/or doing something unrelated to the English lesson.

The second problem is related to the teachers. Teachers have an important role in determining the students' teaching learning activities. However the teacher did not really pay attention to the students' interaction during the English teaching learning process. He did not provide appropriate and interesting activities which encourage children to learn effectively. He took only a little role in his teaching, modifying a little activity to improve the performance of students' language skills.

The third problem is related to the use of teaching aids or media. A variety of media will motivate students to learn English. However, the teacher rarely used teaching aids which can improve students' interest. He only used an *LKS*, and a whiteboard when he explained the materials. There were no pictures, flashcards, English storybooks, or other interesting media as additional resources.

The last problem comes from the teaching technique. The teacher seldom used interactive teaching techniques. The classroom activities were monotonous,

not communicative, and seemed to be teacher-centered. He often employed reading and writing activities and seldom employed listening and speaking activities so that the students had less opportunity to practice their English. The interesting and interactive activities, such as playing games, telling stories or singing songs, were rarely implemented. This problem makes the learning activities boring because they are monotonous and less challenging for some students. Moreover, the technique that the teacher brought into the class cannot accommodate the students to communicate with and learn the language effectively.

Based on some problems in the identification of the problem above, the researcher and the English teacher agreed to focus the study on the efforts to improve the students' speaking skills through information gap activities for grade four of SDIT Salsabila 3 in academic year of 2013/2014.

### **C. Limitation of the Problem**

It is clear that appropriate and interactive activities are important in English teaching and learning for children. There are various kinds of activities used in English teaching and learning for children. Based on the described problems above, the researcher limits the research on improving the students' speaking skills through information gap activities for grade IV of SDIT Salsabila 3 in academic year of 2013/2014. The researcher could not handle all of the problems found in the school because of the broad scope of this study, the limited



skill and access of the writer herself. By implementing information gap activities, the researcher hopes that speaking ability can be improved.

#### **D. Formulation of the Problem**

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is formulated as follows: How to apply information gap activities to improve speaking skills of grade IV students of SDIT Salsabila 3 in the academic year of 2013/2014 through action research.

#### **E. Objective of the Study**

This study aims at improving speaking skills through information gap activities for grade IV students of SDIT Salsabila 3 in the academic year of 2013/2014 through action research.

#### **F. Significance of the Study**

It is expected that the result of the research can give contribution to some parties:

1. For the teachers of English for children, the results of this study are expected to provide information about some appropriate and interactive activities and the effective ways of applying them in class activities to improve the students' speaking skills.

2. For the school principal of the primary school, the research will help him to improve his understanding about EFL learning processes. Such understanding will encourage him to facilitate any efforts to improve the EFL learning processes and implement the same technique in other relevant subjects.
3. For SDIT Salsabila 3 students, the research will make them more interested and motivated to learn and to speak English.
4. For the researcher herself, the research can give a practice in developing her knowledge and skill in problem-solving processes. This study hopefully also increases her awareness of the contribution of appropriate techniques in teaching and learning processes to young learners and gives the experience in doing the research and working with other people as well.
5. For other researchers, the research can give general knowledge of how to improve students' speaking skills. The research also can be used as the foundation for the next research.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Teaching and Learning English as a Foreign Language in Elementary Schools**

###### **a. Teaching English as a Foreign Language to Young Learners**

Teaching English to children, in this case is the elementary school students, should be different from teaching English to adults. It is because children do not have specific foreign language needs, although some may be under pressure, usually from their parents or the school system, to pass the English examinations (Brewster & Ellis, 2004: 27). Therefore, the aims of learning a foreign language to children should also be different from the aims of learning a foreign language to adults.

In relation to teaching a language to young learners, Cameron (2001:11-12) suggests that in the language teaching there is an onus on the teacher to provide exposure to the language and to provide opportunities for learning through classroom activities. Moreover, she says that teaching languages to children needs all the skill of a good primary teacher in managing children and keeping them on task, plus knowledge of the language, of the language teaching and of the language learning.

Cameron (2001:241) states that for children, learning a foreign language is different from learning the first language. It is different because the first language is already a huge system that a child has in place; because in comparison, the child will encounter such a small amount of foreign language; and because it 'foreign' and often belongs to people in a distant and strange culture.

According to Harmer (2008: 38), young learners especially those up to the ages of nine to ten, learn differently from older children, adolescents, and adults. Children learn a foreign language through playing and talking things with adults. It is supported by Foster-Cohen (1999: 95) who states that the children somehow 'picked the language up' from hearing it and from being spoken to. These issues are what a teacher should consider to maximize the learner-learning centered in the English classroom.

The aim of English teaching in the elementary schools is different from that in secondary schools. As the aim of the Ministry of Education in Indonesia is to motivate the students in learning English through interesting and fun ways, therefore the English teachers in elementary schools should find and create kinds of interesting and fun activities to motivate the students to learn English and make them involved actively in the English teaching and learning process

The nature and concept of teaching a foreign language in the level of elementary schools is new for Indonesian teachers. Therefore, an English teacher should encourage the students by providing developmentally appropriate instruction. In fulfilling the needs for children's developmentally appropriate instruction, the teachers are required to provide comprehensible input that is based

on the school-based curriculum. According to Krashen in Linse (2005: 13), comprehensible input is input which is a little bit above the learner's language level but understandable. So, if the teachers want to focus on learning centered teaching, it is vital that they are well-informed about the learner's physical, emotional, conceptual, educational, and linguistic characteristics (Brewster & Ellis, 2004: 28).

From the explanation above, it can be concluded that in teaching English as a second or foreign language to children, teachers must consider not only the pedagogical principles in language teaching but also the characteristics of children because the way they learn depends on their developmental stage. Consequently, the teachers should create engaging and motivating English lessons in the classroom and providing fun and comfortable atmosphere which can make the students interact with others.

#### **b. Characteristics of Young Learners**

According to Halliwell (1992:3), children as young learners have some characteristics:

- 1) Children have ability to grasp the meaning without necessarily understanding the individual words
- 2) They already have great skills in using limited language creativity
- 3) They take a great pleasure in finding and creating fun in what they do
- 4) They like talking

Phillips states that in learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than

treating it as an intellectual game or abstract system (1995: 7). Brewster (1997: 6) supports it by saying that theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.

While, Brumfit (1997: 5) gives a list of the characteristics which young learners share:

- a) Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
- b) As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.
- c) They tend to be keen and enthusiastic learners,
- d) Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.
- e) They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

Most elementary level learners will share these characteristics. Those opinions give the researcher some important notes about children's special characteristics in learning the language. They are as the following:



- a) Children respond the language well through concrete things (visual things) rather than abstract things,
- b) Children need physical movements and real activities to stimulate their thinking,
- c) Children will be enthusiastic if they are taught using fun activities or being involved in activities,
- d) Children love to play, and learn best when they are enjoying themselves,
- e) Children learn well through something that is close to their culture,
- f) Children like to work together.

Based on the explanation above, it can be concluded that young learners love to play and learn best when they enjoy themselves. However, they have very little attention span, just like the fourth grade students of SDIT Salsabila 3. They lose interest quickly and they are less able to keep themselves motivated on tasks they find difficult. Moreover, the students usually get bored easily during the class activities. Concerning those characteristics, the use of enjoyable and active learning is very important. Therefore, a teacher needs to make the teaching-learning process more interesting as in the students' daily life so that it can motivate them to learn English.

### **c. Principles of Teaching English to Young Learners**

In relation to the children's learning a language, elementary teachers need to understand how children make sense of the world and how they learn. Cameron (2001: 19) proposes some key principles of learning, those are:

- 1) Children actively try to construct meaning

Children actively try 'make sense'. They can only make sense in terms of their world knowledge, which is limited and partial. Thus a teacher needs to examine classroom activities which are suit with their needs and their point of view in order to assess whether they understand what to do or will be able to make sense of how the new language is.

2) Children need space for language growth

Vygotsky in Cameron (2001:6) states that in both language and cognitive development, the ZPD (Zone of Proximal Development) or immediate potential of the child is important for effective learning. Routine and scaffolding are two types of language-using strategies that seem to be especially helpful in making space for children's growth.

3) Language in use carries cues to meaning that may not be noticed

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning.

4) Development can be seen as internalizing from social interaction

Language can grow as the child takes over control of language used initially with other children and adults.

5) Children's foreign language learning depends on what they experiences

Within the ZPD or intelligence, the broader and richer the language experience that is provided for children, the more they are likely to learn. The activities that happen in classroom create a kind of opportunities for language learning. A part of teaching skill is to identify the particular opportunities of a task or activity, and then to develop them into learning experiences for the children.

Williams (1998) states that teaching English to young learners involve more than merely teaching the language. Both the social and cognitive development of learners, as well as the linguistics, needs to be taken into account when planning for and working with the five and six age groups. He states some principles of teaching to young learners as follows:

- 1) Start where the child is
- 2) Encourage social interaction
- 3) Support negotiation of meaning and collaborative talk
- 4) Allow children to be active participants in the learning process
- 5) Plan meaningful and purposeful activities within a clear, familiar context
- 6) Help learners to become more independent and autonomous
- 7) Develop a supportive, enjoyable learning environment
- 8) Test and assess in the way we teach

## **2. Teaching Speaking to Children**

### **a. The Nature of Speaking**

People speak in order to express their idea, their feeling or respond to the others' talk. When the others can understand what has been talked, it means that the speakers get the meaning across. Cameron (2001) mentions that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning

accurately and precisely, and needs to organize the discourse so that a listener will understand.

Thornbury (2001) states that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the number of significant ways from the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

The standard of the successful language acquisition is the learners' ability to interact with others. Brown (2001) cites that when someone can speak a language it means that he/she can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

Oral communication occurs between the speakers and the listeners. They give and accept the idea across. According to Nunan (2003) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns

- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers.

Moreover, he states that the teacher can apply the *bottom-up/top-down* approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, suggests that the learners start with the larger chunks of language, which are embedded in meaning context, and use their knowledge of the contexts to comprehend and use the smaller elements of language correctly.

From some definitions above, it can be concluded that speaking ability is the ability or skill to use the language accurately in order to express ideas, feelings or to deliver information to other people in life situation or conversation.

#### **b. Classroom Speaking Activities**

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English. According to Brown (2001), the following are types of classroom speaking performance:

### 1. Imitative

In the imitative speaking performance, the purpose of speaking activity is to focus on some particular elements in language forms, not for a meaningful interaction. One kind of imitative activities is drilling. By drilling the students can get an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity. Also, it can help students to build certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

### 2. Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activities, where learners are going over certain forms of language.

### 3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

### 4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

Conversation, for example, may have more of a negotiative nature to them than responsive speech does.

#### 5. Interpersonal (dialogue)

Interpersonal dialogue carried out for the purpose of maintaining social relationships than for the transmission of facts and information.

#### 6. Extensive (monolog)

Extensive monologue is given to intermediate to advanced students in the forms of oral reports, summaries, or short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

The children need to repeat patterns many times and they can do this in meaningful ways. To have more information about speaking activities, we can refer to Harmer's suggestion. Harmer (2007) categorizes speaking activities into six. The following are some classroom speaking activities we can apply:

##### 1. Acting from a script

Acting from a script includes play script and acting out dialog. In these activities, the teacher can ask the students to act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both a learning and a language producing activity.

##### 2. Communication games

Communication games are divided into information gap games, and television and radio games. Information gap games can be done by giving each

student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as 'Twenty questions', 'Just a minute', and 'Fishbowl', often provide the students with good fluency activities.

### 3. Discussion

The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building.

### 4. Prepared talks

The students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

### 5. Questionnaires

Here, the questionnaires are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

### 6. Simulation and role-play

When the students are doing simulations and role-plays, they need to know the situations and they need to be given sufficient information about the activities.



These activities can be used to encourage general oral fluency and to train students for specific situations.

### **c. Principles for Designing Speaking Techniques**

Children can listen to English at home, read English at home, and even write English at home, but few of them have much opportunity to speak English at home. According to Paul (2003), to make children learn English, each of them must have many opportunities to speak during the lessons. They need practice, practice, and practice.

We can refer to principles for designing speaking techniques in achieving the goals of teaching speaking. Brown (2001) notes seven principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give the learners opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

### **d. Teachers' Roles during the Speaking Lesson**

There are three teacher's roles during the speaking lesson as Harmer (2007) states. Those roles are:

### 1. A prompter

The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a).

### 2. A participant

The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a).

### 3. A feedback provider

The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and

interests, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have.

Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

### **3. Information Gap Activities**

#### **a. The Definition of Information Gap Activities**

An information gap is a situation in which there is a communication between two or more people and where information is known only to some of the people present (Li, 2005:25). In this point, people normally communicate in order to get information where the other person does not have it but they need it.

An information gap activity is a kind of gap activities that requires the participants to think. It is an activity that requires the learners to share or

exchange information or opinions in order to complete a task (Parrot, 2003:198). It involves a transfer or given information from one person to another or from one place to another. Each of the participants has knowledge or information that is not shared by another. They can solve the problem only if they put together the information.

An information gap activity requires at least two different versions of materials. Students work together in pairs or groups. They have different information on their pages so that they have to talk to each other in order to complete the information.

The information gap refers to the fact that in real communication, people normally communicate in order to get information they do not possess (Richards, 2006). Therefore, the information needed to reach an outcome is split (evenly or unevenly) between the students. This splitting information has several effects (Li, 2005). First, it gives each student a reason to participate. Second, it makes each student has to understand what the others say. Third, it gives a strong feeling of group cohesiveness, because each student is dependent on the others in finishing the task. Moreover, the splitting of information is mostly effective for increasing the amount of negotiation of meaning in an activity (Long & Porter, 1985 in Li, 2005). The gap can also create the absolute need to communicate as well as the need to cooperate (Lee and VanPatten, 2003).

## **b. The Characteristics of Information Gap Activities**

There are a number of characteristics of information gap activities. Some of these are related to gaps, information exchanges, curiosity, and attractive activities.

### **a) Gap**

A gap is an empty space between something or two things (Lee and VanPatten, 2003). The appearance of a gap is needed in the process of learning. If everything is certain and known, there is no need to think. Learning demands thinking and gaps create that demand (Hutchinson and Waters, 1987:139). It means that the demand of thinking is stimulated by the presence of gaps. In this point, the gap is about information of everything between minimally two persons that one person has the information and the other does not. The gap creates the absolute need to communicate as well as the need to cooperate.

### **b) Information exchange**

An information exchange is the process of giving and receiving information, thoughts, and ideas. The process of information gap activities involves the exchange of information between two or more people (Lee, 2003:65). The main purpose of the process is to provide an understanding of the information which is the subject of exchanges through messages. In information gap activities, the exchange of information begins with the formulation of ideas or the selection of information. Here, the participants decide which meaningful information or message should be the subject of the exchange. The need for information

exchanges in the information gap activities makes the participants communicate to exchange their information.

c) Curiosity

A curiosity is an emotion related to the natural inquisitive behavior such as exploration, investigation, and learning. In information gap activities, the aspect of curiosity is present. Curiosity is about the information that the participants do not possess (Thornbury, 2005:12). It means that the presence of a gap makes the participants curious about it. Their curiosity makes them try to find the missing information. To accomplish it, the participants ask about the information to the others actively. In the information gap activity, the curious participants are always eager to ask the right type of questions and seek the right kind of answers from another.

d) Attractive activities

Attractive activities in an activity that can arouse someone's interest and provide pleasure (Thornbury, 2005:22). Related to this point, an information gap provides attractive activities for the learners. The information gap activity is attractive because it attracts the participants to find the information that they do not possess. If the participants are attracted to the activities, they will try to accomplish the gap. In the teaching and learning process, this activity can be in the form of games. The activities that are modified as games let the students enjoy the learning through playing. The information gap activities improve the students' motivation to play in the games because they are interesting.

According to Brown (2001), there are two main characteristics of an information gap activity. First, the primary attention is on the information and not on the language form. Second, there is a necessity of communicative interaction in order to achieve the objective. In line with Brown, Kayi (2006) argues that each student in the information gap activity has the important role because the students are asked to work in pairs so that the task cannot be completed if the other students do not provide the information which the others need.

Richards (2006) adds that the information gap is an important aspect of communication in Communicative Language Teaching because in real communication, people normally communicate in order to get information they do not possess. Moreover, by implementing the information gap activity, a teacher has made use of the students' ability to practice the negotiation of meaning.

In conclusion, the information gap activity involves students to communicate with each other in order to exchange information. This activity is a kind of real-life communication. Moreover, information gap activities can be provided in the class through jigsaw tasks, role plays, and games.

### **c. The Teachers' Roles in the Information Gap Activities**

In order to get an effective information gap activity during the English teaching and learning process, a teacher should know her/his roles in the activity. There are three teacher's roles in information gap activities (Son, 2009). The first role is as a facilitator. In this first role, a teacher can perform as: 1) a material provider, 2) an activity initiator, 3) an organizer of the classroom activities, 4) an error-corrector, 5) a standby teacher, and 6) a consultant or adviser.

In the beginning of an information gap activity, students may not be able to begin the communicative information gap activity directly and they still lack the knowledge in linguistic forms or skills which create communicative ability so that a teacher should act as a material and activity initiator. Meanwhile, as an organizer of the classroom activities, a teacher should tell the students about the topic and the activity that will be learned. Moreover, she/he has to divide the class into pairs or groups because information gap is a group work. As an error corrector, a teacher should monitor and correct the linguistics errors in the pre-communicative activity, but at the group work and class work levels in the process of communicative activity, he/she does not correct the errors since the errors do not inhibit communication. Meanwhile, as a standby teacher, he/she lets communication take place through independent activities. The last, as a consultant or adviser, a teacher just walk to and from the classroom and help the students when necessary or when asked.

The second main role of a teacher in the information gap activity is as a participant. In this role, the teacher should participate as an equal part in the activity. She/he may offer information, stimulate and present new language at the same time. However, when engaging in such activity, she/he should act equally in position to the students. Then, in the last role as the observer and learner, the teacher may monitor the strengths and the weaknesses of the students while the students are engaging with the independent activity. By knowing the students' weaknesses, the teacher can create more controlled pre-communicative activities.



#### **d. The Advantages of Using Information Gap Activities**

The information gap activity is very beneficial in the English speaking lesson. The first benefit of using the information gap activity is that there is more communication to take place since the activities extend speaking practice, make students to concentrate on the communication for information, make students talk a lot or produce more speech, and make students help each other in creating the communication. The second benefit is that the students' motivation can be higher since in the activity the teacher gives the students a reason to talk, keeps them thinking, represents real communication and factual learning, and gives equal learning opportunities for mixed ability classes. Besides, it can build students' confidence. This can be achieved when the activity is less intimidating than presenting in front of the class, the atmosphere is comfortable, casual, and non-threatening, and the students can have free interaction with peers. The last, it can develop other sub-skills, such as clarifying meaning, re-phrasing, negotiating of meaning, solving problems, gathering information, and making decision (Son, 2009).

#### **B. Relevant Previous Studies**

Speaking is one of language skills which is important. In general, people are considered to master a certain language if they are able to communicate using it in the daily speaking. Moreover, teaching speaking to children should be communicative and interesting to make them enjoy the teaching learning process. In addition, the information gap activities have been proven to be able to improve the students' speaking ability in the context of English teaching and learning in

Indonesia, as Sari (2008) had done a study on it. In her study, she mostly used jigsaw activity which is a kind of information gap activity. She used pictures to retell story of a recount text by jigsaw technique. In this research, the finding shows that there is a significant improvement on the students' speaking ability regarding on the students' speaking scores on a pre-test and post-test. Moreover, the interview results show that most of the students enjoy the information gap method. In addition, Dwi Astuti (2011) also proposes information gap activities to improve the students' speaking skill. She did not only use jigsaw activities as had been done by Sari (2008), but also some various activities, such as role plays and search games. The result shows that the students' speaking ability is improve. The students more enjoy the class activities and their vocabularies were increased. It was also supported by improvement of means on a pre-test and post-test.

Based on the importance of information gap activities, the researcher believes that the use of information gap activities can improve the students' speaking ability at SDIT Salsabila 3.

### **C. Conceptual Framework**

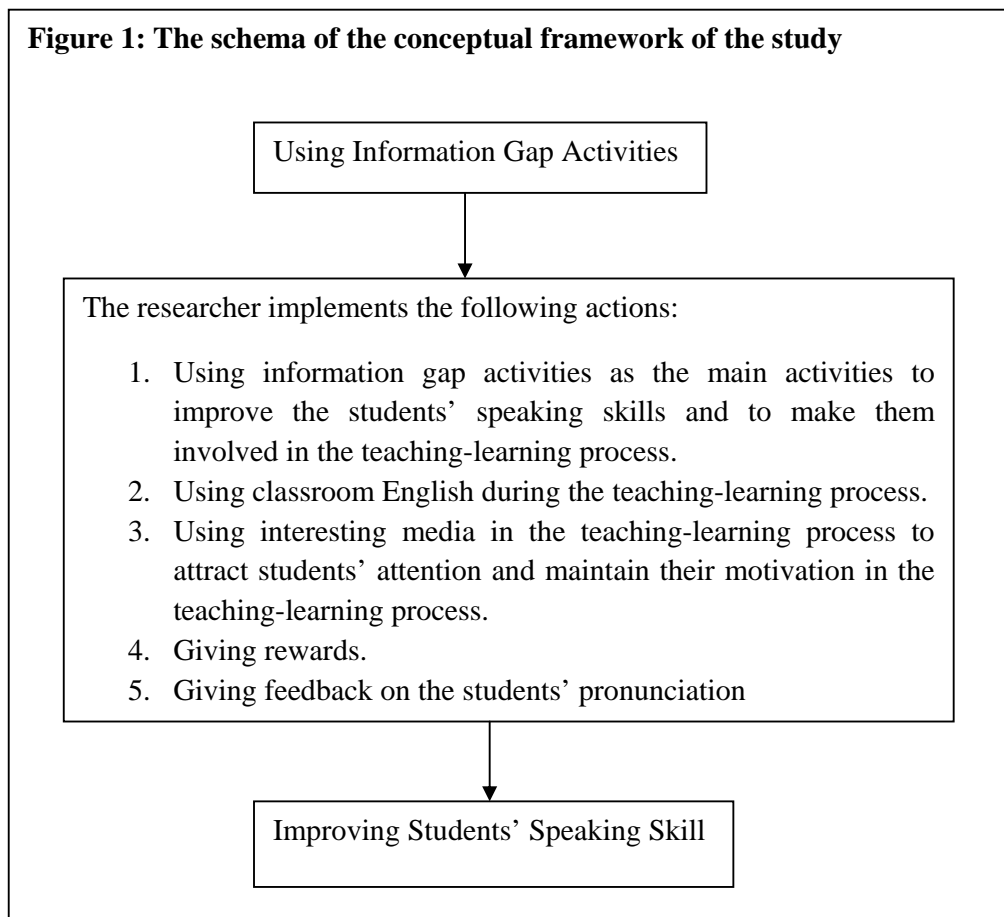
Based on the theoretical review above, learning the first language is different from learning a second or foreign language. The teaching of English for children should also be different from adults as well. How children learn language will influence how the teachers teach them. The teachers should provide appropriate and interesting techniques so that children can enjoy their lesson. The amount of meaningful input from teachers will help them learn effectively.

Speaking is one of the important skills that should be acquired by students. Ideally, in the speaking teaching and learning process, students have to be given some opportunities to practice a target language and produce it in the spoken form (Spratt, Pulverness, & Williams, 2005). They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays (Brown, 2001 and Harmer, 2007). Besides, those practices can be given in controlled, guided, or creative activities (Gower, Philips, & Walters, 1995). Moreover, they have to be able to not only speak fluently in English, but also pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech and different genres and situations (Harmer, 2007).

The activities should be presented in communicative ways that acquire students to communicate using the target language with other students during the speaking teaching and learning process. The teacher can present the communicative activities through some tasks. One type of the communicative activities is an information gap activity (Moss, 2005 & Thornbury, 2005). An information gap activity is an activity which the main principle is that every student gets different information so that she/he needs to complete a task by talking or communicating with others to find the information she/he does not possess (Nunan, 2004, Son, 2009, Gower, Phillips, & Walters, 1995, Thornbury, 2005). Moreover, Richards (2006) states that an information gap is an important aspect of communication in Communicative Language Teaching. In addition, regarding the benefits of implementing information gap activities in the classroom proposed by Son (2009), a teacher needs to consider some aspects such as the

objectives of the activities and his/her roles during those activities. By understanding the objectives and roles during the activities, the activities can run well and the results will be more optimal.

Regarding the review of literature of information gap activities, the researcher tries to implement some information gap activities to improve the speaking teaching and learning process in SDIT Salsabila 3 Banguntapan Bantul since based on the observations, there are some problems concerning the speaking teaching and learning process. By implementing such information gap activities, it is expected that the speaking teaching and learning process can be improved. In detail, the schema of the conceptual framework of this research can be seen in Figure 1.



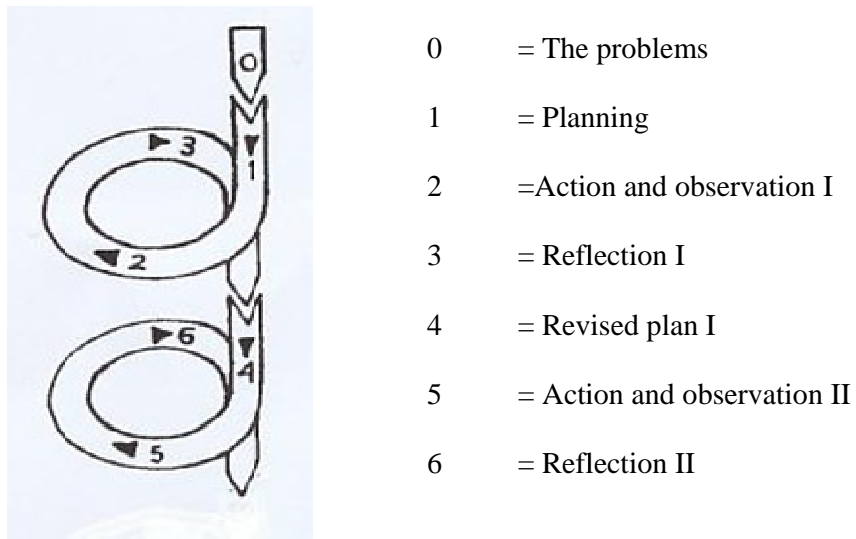
## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Research Design**

Based on the research objectives, this research belongs to action research. Carr and Kemmis (1986) in Burns (1999) argue that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. In other words, action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research (Ferrance, 2000). Meanwhile, according to Nunan (1992) and McKernan (1996) in Burns (1999), action research is conducted in natural setting and it usually uses methods that are common to qualitative research. However, due to the nature of the data, this research used qualitative and quantitative methods. The quantitative data were used to support the findings of the qualitative ones.

Moreover, the researcher and the English teacher collaborated and worked together in collecting input about the obstacles and weaknesses of the English teaching and learning process related to the students' speaking ability, and then identified the research problems. After that, they planned and carried out the actions, and evaluated and reflected on the actions implemented in the study. The processes in action research can be shown in the schema below:



**Figure 2:** Kemmis & McTaggart's Action-Research Cycle.

(Burns, 1999: 33)

Based on Figure 2, the researcher and the English teacher identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in two cycles.

### **B. The Research Setting and Time of the Research**

The action research was conducted in SDIT Salsabila 3 located in Jalan Gatotkoco Jurugentong Banguntapan Bantul. Physically, SDIT Salsabila 3 has 13 classrooms, a principal's and teacher's office, a musholla, a kitchen, five toilets, a healthy room, and a library. There are also parking area and school yard.

The research was carried out during the English teaching-learning at SDIT Salsabila 3 in the academic year of 2013/2014. Data collection was done once a

week with duration of 60 minutes in every session. It was held on Thursday at 10.50 a.m. This study was carried out in the first semester in the academic year of 2013/2014. It started from August until November, 2013.

### **C. The Subjects of the Research**

The main subjects of this research were students of SDIT Salsabila 3 who were in grade IV by the academic year of 2013/2014. The class had 21 students, consisting of 9 females and 12 males. The age of the students was nine up to eleven years old. This class was chosen as the subject because based on the previous observations; the students in this class experienced some problems in learning English. One of the problems was that which deals with the speaking skills.

### **D. Instruments**

#### **1. Observation**

Observations of the implementation of the teaching-learning process provide useful information. According to Kutner et al (2007: 28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general

information about instructional practice and student responses, and are informative when used in conjunction with the teacher interviews.

There are various observation techniques that can be applied in the classroom setting. Some of these techniques provide detailed description of what is occurring in the classroom. They include running transcripts, grids, tally sheets, lesson plans, time notation, dialogue recording, and videotapes. The observation data can be useful in giving the teacher feedbacks on his/her instructions. Observations also validate information collected through teacher interviews.

In this research, the researcher applied structured observation by using observation checklists in each meeting to focus on the information about the teacher's instruction, the students' behavior, and the classroom situation. Furthermore, field notes were used to gather information about the teaching-learning process in general as one of the unstructured observation techniques. Meanwhile for the structured observation, the observation checklists were used in every meeting.

## **2. Interview**

Interviews can be valuable evaluation instruments, as they provide, with the interviewer's ability to probe for answers, more in-depth information than do questionnaires (Kutner et al, 2007: 25). Interviews can be done with or without guidelines. However, guidelines may help the interviewer to focus the conversation on several items or data needed in the study. The questions may include both close-ended and open-ended questions.



Interviews can provide information gathered through the students' own reflection, observations, and interactions with the teacher. Student responses to interviews may also provide their perceptions on what occurs in a classroom.

Once the interviews transcribed, they were analyzed by addressing the data into some categories containing certain patterns indicating students' perception, behavior, observation, etc. Data gathered from students, when used in conjunction with other data collection instruments, could be used to validate findings.

In this research, interviews were used to gather the data about the students' feelings during the teaching-learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional materials.

### **3. Documentation**

According to Burns (1999: 101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom as quickly and relatively inexpensively and providing new angles on the context being researched. Used with other qualitative techniques, photographs are a way of greatly enhancing classroom analysis and providing visual stimuli this can be integrated into reporting and presenting the research to others. The use of photographs is also a technique for data collection that combines effectively with arrange of language classroom tasks and activities where visual aids are an invaluable support in learning.

The researcher uses photographic data to gather the information about the students' involvement during the teaching and learning process, the strength and the weakness of the teaching techniques used, and the materials and media presented.

#### **4. Test**

Tests provide a picture of students' achievement at any given point, although there are more authentic assessments such as portfolios and observations. Kutner et al (2007: 33) suggests that to determine whether change or growth has taken place, however, some sort of pre- and post-measures are required. He also suggests that to determine accurately the success of an instructional sequence, instructors must pre-test students at the outset, and, using the same or a similar instrument, test them at specified intervals throughout the instructional process. Those measures will reveal what students have actually learned from instruction. In this research, the tests were used to gather the data about students' improvements in speaking skills.

The tests were done twice. It was in pre- and post- test which was done in the beginning and the end of the research. The result of pre-test were calculated and compared with those in the post-test result.

#### **E. Data Collection Techniques**

The data of this research were qualitative and quantitative. The qualitative data were in forms of transcripts of interview, and vignettes of classroom observation. Then, the quantitative data were in forms of scores.

The qualitative data were obtained by interviewing the English teacher and students and observing the English teaching and learning process of IV grade students of SDIT Salsabila 3 in the academic year of 2013/2014.

The quantitative data were in the form of evaluation scores. The scores were obtained by assessing the students' speaking skill. The students' speaking skill was assessed twice i.e. before cycle I and after cycle II.

#### **F. Data Analysis Techniques**

The analysis of the data was presented by the reflection of cycles of the research. The qualitative data were derived by doing the classroom observations and interviews. After that, the vignettes and interview transcripts were obtained to be selected, simplified, and transformed by summarizing and paraphrasing. The obtained data were used to interpret the data in the reflection.

Meanwhile, the quantitative data were derived from the students' speaking scores. The students' speaking skill tests were scored by using speaking rubric. The score of the students' speaking skill tests were computed by using Microsoft Excel program to find out the mean. The scores were used to analyze the improvement or not by conducting some actions through implementing information gap activities.

#### **G. The Validity and Reliability of the Research**

Based on Anderson et al. (1994) in Burns (1999), there are five types of validity in action research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The first validity was democratic validity. This was done by interviewing the research members. The English teacher and the students of grade IV of SDIT Salsabila 3 were given opportunity to give their opinions, ideas, advices, and comments about the implication of the actions.

The second validity was outcome validity. The results of the action in each cycle were considered to measure whether the action was successful or not. A problem solving which was used to modify the next cycle was taken from the first results.

The third validity was process validity. This relates to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students, and having discussion with the teacher initiated the process validity of this study.

The fourth validity was catalytic validity. The catalytic validity was related to how the stakeholders respond to the changes occurring. The English teacher of SDIT Salsabila 3 used the information gap activities for further teaching and learning of speaking.

The last validity was dialogic validity. The dialogic validity meant that the researcher always having dialogues with the teacher and the teacher in reviewing what had she done in the classroom. In this research, the researcher had dialogues with the teacher to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done.

The reliability of the data was gained by giving the genuine data. Those were audio records, pictures of teaching and learning, vignettes of the teaching and learning, and interview transcripts.

## **H. The Research Procedure**

This research was done in two cycles. A cycle is a series of activities which consists of planning, implementing, evaluating, and reflecting of the problems. In this research, there were some actions which were implemented. The procedures are presented as follows.

### **1. Reconnaissance**

The first step in reconnaissance was identifying the field problems. The researcher observed the class to identify the obstacles and the problems. The researcher conducted interviews to the English teacher and students. The researcher and the English teacher identified the problems which were necessary and visible to be solved collaboratively. The second step was making a list of problems. The researcher collaborated with the English teacher to list the problems which were based on the level of difficulty. The third step was selecting the problems. The researcher and the English teacher selected the problems which were based on the level of urgency. After that, the researcher and the English teacher determined the visible problems to be solved.

### **2. Planning**

After deciding the problems, the researcher and the English teacher discussed some plans that were appropriate to overcome the problems. The

collected data from reconnaissance were processed to create some actions to be implemented. By conducting the plans, it was expected to increase students' speaking ability. Besides, the researcher began to design the course grid based on the themes and then designed the lesson plans according to the course grid made before.

### **3. The Actions and the Observation**

The researcher collaborated with the English teacher in implementing the actions. The researcher observed the teaching and learning process of speaking and recorded the students' responses and reactions when/after the actions took place. In reference to the observation, records, and notes, the researcher discussed collaboratively the actions and the changes that occurred with the English teacher. The actions were implemented in two cycles. Cycle I was conducted in three meetings and so was Cycle II. The action was using communicative activities which were information gap activities.

### **4. Evaluating and Reflecting the Action**

The evaluation and the reflection were done after every cycle was completed. These were important to be done because these were used to measure whether the actions which had been implemented were successful or vice versa.

The researcher and the English teacher evaluated and analyzed the effects, obstacles, and other possibilities of developing and conducting the actions. Then the researcher got responses from the students as well through the interview.

## **CHAPTER IV**

### **THE RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Procedure and Findings**

As mentioned in the previous chapter, this research is action research. The research procedure which was used in this research belonged to Kemmis and McTaggart's model. It consisted of planning, action, observation, and reflection. Firstly, the researcher and the English teacher identified the field problems and then developed some plans of actions to solve the existing problems. After that, the researcher implemented the planned actions and observed the teaching and learning process to know the improvement and the weakness of the actions being implemented. Finally the researcher and the English teacher reflected on the actions. It was conducted after having discussion and interviewing fourth grade students to know their perspective towards the teaching and learning process. To get the validity of the data, the researcher conducted two cycles, each of which was done in three meetings.

##### **1. Reconnaissance**

The objective of this research is to improve the speaking skills of the fourth grade students of SDIT Salsabila 3 through information gap activities. The research process began with identifying the field problems. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings, 18 and 25 July 2013 and the interviews were also conducted on July 18

and 25, 2013. The observations and interviews were carried out in the first semester of the academic year of 2013/2014.

#### **a. Identification of the field problems**

To identify the field problems of the English teaching and learning process in grade four, the researcher had some interviews with the English teacher and the students. She also conducted some observations during the English teaching and learning process. Below was one of the field notes during the observation:

The researcher (R) and the English teacher (T) came to the class at 09.30 a.m. The T sat down on his own chair then R sat on the empty chair on the back. T greeted the students but the students did not pay attention to the T's greeting. They were busy with their own activities. However, the T did not care about it. Then, T asked the students to open their LKS. Because today was the first day the T taught in this class, T asked the students to open LKS on the first page. The T read the text which was on the first page and asked the students to repeat after him. T read every word and then translated it into *Bahasa Indonesia*. While reading the text, T asked the students to write the meaning of every word on the text. The boy students protested because they were often asked to write all the time. Not all students wanted to write the meaning of the text. There were some students who wrote something unrelated to the English lesson and there were also busy with their own activity, like drawing. Even some of them were chatting with their friends. However, there were some students who paid attention to the lesson. The students who made noises were warned by T. T asked them to translate the text but they could not answer it. It made other students make noises and also shouted to them.

After they finished translating the text in a long time, T pointed to some students to read the text and translate it. They read and translated it reluctantly. Because it was on Ramadhan so the time for the lesson was in short time. The time was up. It was time for taking a break. Then T gave homework to do the next page and it would be checked in the next meeting. When T did not close the lesson yet, the students scattered suddenly going out from the class. Then T and R left the class and went to the teacher's room. T and R were talking about the teaching-learning process before. T and R were discussing about the problems which were occurred at the teaching-learning process. R asked the permission to T to do the observation once more. Fortunately, T gave the permission. (Field Note 2, July 18, 2013)



After the researcher conducted some observations in the class, she interviewed some students and then she had a discussion with the English teacher. Based on the observations, interviews and discussion, the researcher and the English teacher identified some problems that occurred in the English teaching and learning process. The field problems occurred during the teaching and learning process could be seen in Table 1.

**Table 1: The field problems found during the teaching and learning process**

No.	Problems
1.	The students did not know the meaning of English words and sentences.
2.	The teaching aids and media were not maximally used.
3.	The teacher only used the <i>LKS</i> page by page monotonously.
4.	The teacher seldom used English classroom during the teaching learning process.
5.	The students lacked vocabulary.
6.	The students could not pronounce the English words appropriately.
7.	The students got bored easily during the learning process.
8.	The teacher seldom gave speaking activity during the English teaching-learning process.
9.	The English teaching-learning process was teacher-centered.

#### **b. Research Problems**

After finding the field problems, the researcher and the English teacher discussed further to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the English teaching-learning activity. The students of grade four had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. They also lacked of vocabulary mastery that they were not familiar with some English words.

Moreover, they did not participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English.

On the other hand, the teaching and learning activities employed by the English teacher were not communicative and seemed to be teacher-centered. The teacher often employed reading and writing activities and he seldom employed speaking activity so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hinder the English teaching and learning process from running effectively and successfully that the researcher needed to solve them.

### **c. Determining the actions to solve the field problems**

After identifying the field problems that were feasible and urgent to be solved, the researcher and the English teacher formulated some actions to overcome the problems. The actions proposed by the researcher were included in the *information gap activities*. The information gap activities were aimed at improving the students' speaking skills. It was expected that the students would improve their speaking skills and participate actively in the English class activities. The actions consisted of four plans as follows.

- a) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.
- b) Using classroom English during the teaching-learning process.
- c) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

d) Giving feedback on the students' pronunciation.

#### d. Designing Course Grids and Lesson Plans

The researcher tried to solve the field problems by using some steps. The first step was designing a course grid. The course grid consisted of indicators, learning materials, learning activities, information gap activities, evaluations/assessment, and media. There was no standard competences and basic competencies, because the course grid was designed was concerned on the theme. The cycle I was conducted in three meetings. It was similar in cycle II, which was also conducted in three meetings. The media consisted of a hand puppet, a picture, and flashcards. The researcher used information gap activities in every meeting to improve students' speaking skill. The activities in every meeting were different. The indicator was the aim of the theme. The example of course grid could be seen in the table below:

Theme	Indicators	Learning Materials	cycle	Learning Activities	Information Gap Activities	Assessment	Teaching Aids
Introduction	The students are able to introduce themselves.	My name is.... I live at... My hobby is...	I	<b>a. Opening activities</b> The teacher greets the students then they do prayer together. ..... <b>b. Main activities</b> The teacher gives the examples of greeting and	Information personal worksheet.  The students will have to ask each other's information in order to complete their own worksheet by using	Students' performance	A hand puppet, pictures, flashcards, a handout.

				introduction by using a hand puppet. ..... <b>c. Closing activities</b> The teacher asks the students about what they learn today and summarizes the material together. .....	English.		
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**Table 2. The example of course grid**

The second step was designing lesson plans for every meeting. There were six lesson plans in this research because the researcher conducted the action to do the activities in six times. There were three meetings in cycle I and also three meetings in cycle II. The lesson plans were made according to the course grid made before. All of the elements in lesson plans were based on the course grid. The PPP (Presentation, Practice, and Production) method was used in the learning activity steps. The example of lesson plans could be seen in this figure:

**Figure 3. The example of lesson plan**

<b>LESSON PLAN 2</b>	
School	: SDIT Salsabila 3
School Subject	: English
Class/Semester	: IV/I
Indicators	: ♥ Students are able to identify some fruits and vegetables. ♥ Students are able to ask information about fruits and vegetables. ♥ Students are able to give information about fruits and vegetables.
Skill	: Speaking

Theme : Fruits and Vegetables  
Time : 2x35 minutes

**A. THE OBJECTIVE**

The students can ask and give information about fruits and vegetables.

**B. THE MATERIAL**

Vocabularies:

- Fruits: apples, grapes, mango, orange, avocado, strawberry, watermelon, pear, pineapple, durian, banana, etc.
- Vegetables: carrot, cabbage, garlic, potato, tomato, spinach, onion, lettuce, eggplant, chili, cucumber, etc.

Expressions:

- What do you like of fruits? I like mangoes.
- What do you like of vegetables? I like cabbage.

**C. THE METHOD OF LEARNING : PPP (*Presentation, Practice, Production*)**

**D. THE ACTIVITIES**

**a. Opening activities**

- ♥ The teacher greets the students and then they do a prayer together.

♥ ....

**b. Main activities**

➤ **Presentation**

- ♥ The teacher explains the names of fruits and vegetables by showing the flashcard.

♥ ....

➤ **Practice**

- ♥ The teacher asks some students to practice expression of likes in pairs.

♥ ....

➤ **Production**

- ♥ The teacher gives information gap activities to check the students' understanding. It is a fruits and vegetables worksheet.

♥ ....

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.

♥ ....

**E. REFERENCES**

- ✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

**F. MEDIA**

A hand puppet  
Flashcards  
Pictures  
Information gap worksheets

**G. EVALUATION**

Oral test/ Spoken test

**H. ASSESSMENT RUBRIC**

<b>No.</b>	<b>Aspect evaluated</b>	<b>Arrange score</b>	<b>Score</b>
1.	Pronunciation	Excellent	5
		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

The English teacher

(Evi Ni'matuzzakiah, S.Th.I, M.A.)

Yogyakarta, 19<sup>th</sup> of September, 2013

The researcher

(Siti Choyimah)  
NIM. 06202244161

The complete course grid could be seen in appendix D and the complete lesson plans could be seen in appendix C.

**B. The Implementation of the Actions and Discussions****1. The Report of Cycle I****a. Planning**

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing information gap activities in the teaching and learning process of speaking skill. These were described as follows:

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The information gap activities were used to increase the students' speaking ability in the case of the ability to negotiate the meaning and make them active in the teaching and learning process. The information gap activities were given in the form of various tasks to make the students more actively engaged in the English teaching-learning process and to give them opportunities to practice their English in the class. These activities involved the students to work in groups. Through these activities, the students' speaking competence could be built because in these activities they had to communicate with others to find out the information they needed. The researcher had planned some different information gap activities in the form of survey tasks by using pictures, blank columns and the combination between picture and blank column.

## 2) Using classroom English during the teaching-learning process.

During the actions, the researcher acted as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make them more familiar with English words and they could increase their opportunities to speak English in the class since the researcher and the students communicate in English. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. During this cycle, the researcher planned to use some Indonesian translations in some difficult aspects such as in giving the instructions, so that they could understand.

- 3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

By using interesting media, they would attract students' attention so that it would be easier for the students in understanding the lesson being studied. The media would also make the students would not get bored and could maintain their motivation in the teaching-learning process.

- 4) Giving feedback on the students' pronunciation.

Based on the observations with the students, the English teacher seldom gave feedback on the students' work, especially on the students' pronunciation. It made the students always make the same mistakes for many times. Then, the researcher planned to give feedback on the students' pronunciation in every teaching so that they would not make the same mistakes next time.

#### **b. Actions and Observations in Cycle I**

The actions were carried out three times, on Thursday, September 12, 19, and 26, 2013. The topic is about *Greeting and Introduction, Fruits and Vegetables, and Things in the Classroom*. In this cycle, the actions were focused on implementing information gap activities through survey tasks which required the students to work in small groups. In this cycle, while the researcher implemented the action, the English teacher took notes on the backside of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews.



- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The implementation of information gap activities in Cycle I was conducted in three meetings. The topic is about *Greeting and Introduction, Fruits and Vegetables, and Things in the Classroom*. The information gap activities were implemented during the teaching and learning process through survey tasks. In this cycle, the survey tasks were used as tools to initiate the students to communicate in English during the teaching and learning process. The description of this action for each meeting is presented below.

a) 1<sup>st</sup> Meeting

The first meeting was implemented on Thursday, September, 12, 2013. The information gap activities implemented in the first meeting were looking for information from others to fill up the information of personal identities. As mentioned before, the information gap activities during this first cycle were implemented through survey tasks. The implementation of these activities was aimed at building the students' speaking skill by communicating to each other to find the needed information. For the first phase of the teaching and learning process which was building knowledge of the field, the students were given information related to greeting and introduction, such as good morning, hi, names, addresses, ages, etc. Then, in the modeling of introduction, the researcher acted as the teacher gave the students the example of how introducing oneself. The researcher as a model introduced herself in front class by giving some information

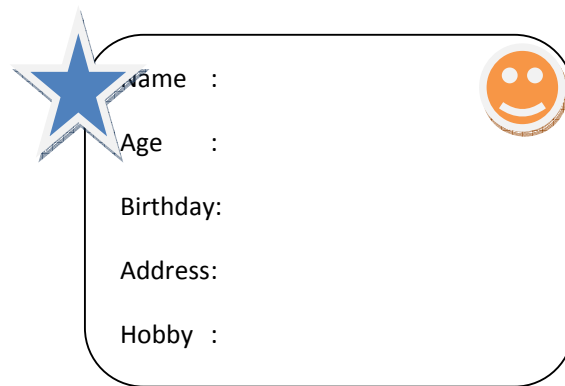
such as her name, address, age, and hobby. After giving the example of introduction, some of the students were asked to practice in front of class to introduce themselves. Meanwhile, the information gap activities were employed in the joint construction of the introduction phase.

To do the activities, the students were divided into 4 groups in which each group consisted of 5 students. However, because the total number of the students was 21, there was one group which consisted of 6 students. The researcher began the activities by giving each member a blank information identity. There were 6 identity cards on the worksheet. The researcher gave the instructions how to do the activity. The researcher gave the examples of asking their friends' identity to fill the blank identity card. The students in each group had to ask the other members' information about their identity so that they could complete the identity card. The worksheet of personal identity card which was used in the information gap activities could be seen in Figure 4. The complete worksheet could be seen in appendix F.

From this activity, some students could get the way to do the activity. They could complete the identity card by asking each other using English. At first, they were confused with the activity because they never did such activity before. However, after the researcher informed the way to do it and explained the instruction many times, they understood what they had to do. Unfortunately, when the students did the information gap activities, the researcher found out that some students did not do the activities. They only sat down and even asked their

friends' identity using *Bahasa Indonesia*. Then, the researcher always reminded them to use English in doing the activity. It can be inferred from this observation.

The students were asked to do the worksheet by filling it with every member identity of their groups. It was consist of the name, age, birthday, address, and hobby. They had to ask each other question by using English. They were not supposed to use *Bahasa Indonesia*. R gave the example of how to ask and respond the question related to the worksheet. They had to make a conversation so that they could complete the worksheet. If they just kept silent and sat on their chair calmly, they would not be able to finish their worksheet. After they understood, R asked them to start doing the activity. While the students did the activity completing the worksheet, R went around the class to control their activity. Because it was the first time for them to do this such activity, there were some students who found it difficulties in doing the activity. However, R found some students who were enthusiast doing this activity because this activity was never done before. So that's way, there were some students who still used *Bahasa Indonesia* in doing the activity, but the others tried hard using English in doing the activity. Even there were some students who used English fluently. (Field note 5, Thursday, September 12, 2013)



Name :

Age :

Birthday:

Address:

Hobby :

**Figure 4: The example of personal identity cards that were used in the information gap activities**

#### b) 2<sup>nd</sup> Meeting

The topic in the second meeting was about fruits and vegetables. The researcher used flashcards to attract the students' attention. In this meeting, the

information gap activities implemented were looking for information about what their friends like of fruits and vegetables. The students were asked to do this activity in groups. As like in the meeting before, the students were divided into 4 groups in which each group consisted of 5 students. They had to ask each others to find their member's favorite fruits and vegetables. In this activity the students could finish the worksheet fast. It can be seen from this observation.

In this activity, the students could finish the worksheet fast than before. Before the time was up, most of them had collected their worksheet. After all of them collected their worksheet, R closed the lesson by reviewing the lesson which was taught before. (Field note 6, Thursday, September 19, 2013)

#### c) 3rd Meeting

In this meeting, the topic was about things in the classroom. The researcher gave some pictures to the students then asked them to stick on the board according to the researcher's instruction. The researcher also used the real object of things in the classroom to make them more understand. After that the researcher invited the students to sing 'Can I have a pen' song together for refreshing.

Next, the researcher gave information gap activity through the worksheet. In this activity the students also had to do it in groups. They were asked to collect their four things of things in the classroom, especially a handy thing, like a pencil, a book, a pen, and a rubber. Then, they should take it randomly. They were not supposed to take their own handy things. It must be their friends' handy things. They had to ask each others to know who brings their things to take their own so

that they could fill the blank worksheet. During the students did the activity, there were some students who were still confused about this activity. They did not pay attention when the researcher gave the instruction of the worksheet. The researcher had to give more explanation to them so that they could do the activity.

It can be seen in this observation.

After they came together in their group, they were asked to collect their four things in front of their group. Then they had to take it randomly. They were forbidden to take their own things. They had to take their friends' things. After that they had to practice expression related to asking and giving things which was taught before to take their own things back. They had to do it in English. After they asked their things, they had to give a tick on the name that brought their own things. When the students were busy doing the activity, there were some students who were still confused with the activity. Most of them were boys. They did not pay attention on the instruction which was given before. Finally, R explained the instruction again. After that R controlled the activities. (Field note 7, Thursday, September 26, 2013)

## 2) Using classroom English during the teaching-learning process.

The classroom English was used in every meeting to make the students more familiar with the English words. The classroom English was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. As planned before, the researcher sometimes used Indonesian translation in some difficult aspects, such as in explaining the materials and in giving the instructions. Generally, during Cycle I the use of classroom English was effective to improve the students' confidence to speak English since there was always two-way communication between the

researcher as the teacher and the students though sometimes the researcher used Indonesian translation. It could be seen in the extract below:

Setelah menyapa P menanyakan keadaan mereka dengan mengatakan *how are you today?*, para siswa sudah bisa menjawabnya tapi masih ragu-ragu. Kemudian P mengulangnya, baru para siswa menjawabnya dengan semangat. Ketika P mengatakan *is there anyone absent today?*, mereka masih bingung menjawabnya. Ada yang diam dan ada yang mengatakan dengan bahasa Indonesia kalau semua siswa masuk atau tidak ada yang absent hari ini. "*Nggak ada Miss, berangkat semua*", jawab anak-anak. "*Oh...nobody absent today*" kata P dibarengi dengan gerakan yang mengisyaratkan kata tidak. "*Ngomong apa itu Miss? Nggak ada yang absen gitu maksudnya*", tanya beberapa siswa. "*Yes, jadi kalau nggak ada yang absent bilanginya, nobody absent, gitu...oke!*", kata P.

P menjelaskan peraturan-peraturan selama mengikuti pelajaran seperti memperhatikan ketika guru menjelaskan materi, tidak boleh ramai, siswa yang aktif di dalam kelas akan mendapat "star" dan kemudian dimasukkan kedalam saving bank yang di akhir pertemuan akan dipilih tiga siswa terbanyak yang mendapatkan bintang akan mendapat hadiah dari P.

Selanjutnya P memberitahukan materi yang akan dipelajari hari ini, yaitu *Fruits and Vegetables*. Ketika P mengeluarkan beberapa gambar *Fruits and Vegetables*, ada yang bertanya-tanya "*itu apa e miss?*", "*bagus e Miss...*". P menjawab "*I will tell you, but all of you must keep silent and attention, okay!*". Ada yang mengatakan "*ngomong apa e Miss, aku nggak paham*". P mengulangnya lagi dengan memperagakan tangannya tapi ternyata masih ada yang belum paham akhirnya P mengulangnya lagi ditambah dengan bahasa Indonesia. P menjelaskan kalau *keep silent* itu artinya *tolong diam* dan *keep attention* itu artinya *tolong diperhatikan*. Para siswa menganggukkan kepala pertanda bahwa mereka mengerti. (Fieldnote 6, September 19, 2013)

### 3) Using interesting media in the teaching-learning process to attract students'

attention and maintain their motivation in the teaching-learning process.

The use of media as a part of teaching aids was very important. The use of media was aimed to help the students in understanding the learning materials. Another purpose was to decrease the students' boredom during the lesson. When the media were interesting, the students would keep paying attention to the lesson

longer. Using media in the teaching-learning process also could draw the students' interest. Being interested with the media, the students would involve actively in the teaching-learning process. To maintain the students' interest and attention, the researcher used some media.

(1) Using flashcards

Flashcards were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the flashcards were presented in the warming up and modeling. In the warming up, the students were shown the pictures of fruits, vegetables, hobbies and things in the classroom to introduce them about the topic. In this case, the students could centre their attention to the teaching-learning process.

In the modeling activity, the pictures also helped the students to guess the meaning of new vocabularies in Indonesian by themselves, so the researcher did not need to translate the vocabulary into *Bahasa Indonesia*. As the example, it could be seen in Figure 5:



**Figure 5: The example of flashcards to help students to guess the meaning of new vocabularies**

From the pictures, the students could guess the meaning of the pictures by themselves. For example, if the students forgot the meaning of singing, the

researcher could remind by asking them to look at picture (a). Meanwhile, if sometimes the students forgot how to say it, the researcher helped them to pronounce it. By using the pictures, the researcher did not need long explanation to explain the meaning of the words. It could be seen from the interview transcript below:

- R: Zulfa, *tadi ngajarnya pake gambar, kamu suka gak?* (Zulfa, in our lesson today, I teach you by using some pictures. Do you like them?)  
 S: *Suka, Miss.* (Yes, I like them, Miss)  
 R: *Sukanya kenapa?* (Why do you like them?)  
 S: *Gambarnya lucu, bagus juga. Terus jadi mudah inget arti nama benda-benda yang ada di kelas yang Miss kasih.* (The pictures are funny and good. They help me memorize the vocabularies about things in the classroom you give, Miss) (Interview transcript 13, September 26, 2013)

## (2) Using a poster

A poster was used to attract the students' attention when the researcher explained the materials. In this cycle, the poster was used in presenting the material about things in the classroom. The big size of the picture could catch the students' attention so that they could be more motivated to focus on the researcher's explanation. Although the use of the picture supports the teaching-learning process, it was not big enough so that the students who sat on the back could not see clearly. It could be seen in the interview transcript below.

- R: Adit, Naufal, *gimana pelajaran hari ini?* (Adit, Naufal, what do you think about today's lesson?)  
 S1: *Pokoknya kalau ada gambar-gambarnya aku suka, Miss, kayak nggak belajar e jadinya. Apalagi nggak sering nulis tambah suka aku Miss.* (If there is a picture, I feel happy in joining the class, Miss. It feels like we are playing not learning. Moreover we seldom do writing, I feel happier)  
 S2: *Iya, seru banget.* (Yes, it is awesome, Miss)



R: *Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?*  
 (What do you think when I use the big picture?)  
 S1: *Menarik kok, Miss.* (It is interesting, Miss)  
 R: *Kalo Adit gimana?* (What do you think, Adit?)  
 S2: *itu, Miss, gambarnya kurang gede. Aku nggak begitu jelas nglihatnya, Miss.* (The picture is not so big enough. I could not see it clearly, Miss)  
 R: *Oh, kamu duduknya di belakang ya?* (Do you sit on the back?)  
 S2: *Iya e, Miss.* (Yes, Miss)  
 R: *Oh iya, terus tadi memperhatikan tidak kalo kurang jelas tuh?* (I see. Do you still pay attention to my lesson although the picture was not so clear?)  
 S2: *Perhatikan, kan aku maju kedepan tadi, Miss.* (Of course, then I decide to come forward so I could see the picture clearly, Miss.)  
 (Interview transcript 15, September 26, 2013)

### (3) Using a hand puppet

Beside flashcards and poster, the researcher also used puppet in presenting the material. The use of puppet can help the students in understanding the learning materials. She reviewed the material and then gave the students the example how to ask and give information and others by using the puppet as a dialog partner, for example: “What is your favorite fruit, Kitty?” asked the researcher, the puppet replied “I like mangoes”.

### (4) Using a handout

Handouts were given to the students in each meeting. In the handout, the researcher included colored pictures, and simple and clear materials. The use of the handouts supported and helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures which were helpful as they enable students to get faster understanding.

4) Giving feedback on the students' pronunciation.

During explaining the material, when the researcher asked the students to say some words, some of them pronounced it incorrectly. When the students practiced the dialog in front of the class, they also pronounced some words incorrectly. It was occurred until the last meeting of the first cycle. For the first meeting, the students made mispronunciation in the words: *address, live, birthday*, and *age*. In the second meeting, the students made mispronunciation in the words: *avocado, pineapple, banana, papaya, cabbages, cucumber, potatoes, celery*, and *spinach*. For the third meeting, the mispronunciations were occurred in the words: *table, cupboard, whiteboard, chair, marker, calendar*, and *sharpener*.

The researcher always corrected the students' pronunciation in every meeting by giving feedback during explaining the material or after they practiced in front of the class. As stated by Harmer (2001) that correcting the students' speaking mistakes is important, the researcher views that by correcting the students' pronunciation, they are expected to not to make the same mistakes next time. Moreover, when the researcher was giving the correct pronunciation of some words, some students were very enthusiastic to know the correct pronunciation of the words. Even, some of them asked the researcher about the pronunciation of other words.

**c. Reflection of Cycle I**

After conducting the actions in the first cycle of the research, the researcher as the teacher in the implementations of the actions did some reflections. It was done based on the observations in the teaching-learning

process, the students' opinions, and comments from the English teacher as the observer. From the implementation of the actions above, there were two main results. They were successful and unsuccessful that would be described as follows.

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The implementation of information gap activities through survey tasks was generally successful in improving the students' speaking ability and involvement. Most of them were actively engaged in the activities. The reflection of the implementation of the information gap activities for each meeting is presented as follows.

a) 1<sup>st</sup> meeting

For the first meeting, the information gap activity was not successful enough in improving the students' involvement and speaking ability, because there were some students who did not do the activity when the others were doing the information gap activity. Some students, who worked in group of five, only played with their friends. It was also because the first time for them in doing such activity so that they were still confused with the activity. It could be seen from this observation.

The students were asked to do the worksheet by filling it with every member identity of their groups. It was consist of the name, age, birthday, address, and hobby. They had to ask each other question by using English. They were not supposed to use *Bahasa Indonesia*. R gave the example of how to ask and respond the question related to the worksheet. They had to

make a conversation so that they could complete the worksheet. If they just kept silent and sat on their chair calmly, they would not be able to finish their worksheet. After they understood, R asked them to start doing the activity. While the students did the activity completing the worksheet, R went around the class to control their activity. Because it was the first time for them to do this such activity, there were some students who found it difficulties in doing the activity. However, R found some students who were enthusiast doing this activity because this activity was never done before. So that's way, there were some students who still used *Bahasa Indonesia* in doing the activity, but the others tried hard using English in doing the activity. Even there were some students who used English fluently. (Field note 5, September 12, 2013)

Furthermore, the English teacher also stated that the information gap activity in the first meeting was effective enough but there were only some students who actively engaged in the questions and answers activity. It could be concluded from the following extract:

R: *Bagaimana menurut Anda tentang action yang saya lakukan tadi?*  
(What do you think about the action I had done today?)

T: *Menurut saya action yang Anda tadi lakukan sudah cukup efektif tetapi hanya beberapa siswa saja yang aktif dan yang lainnya itu kebanyakan rame.* (I think it was effective enough but there were only some students who was active and the rests mostly made noises).

....

R: *Terus menurut Anda aktivitas yang saya berikan tadi sesuai tidak?*  
(Then, what do you think, was the action suitable for the students?)

T: *Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain.* (It's suitable because the activity you had given to the students made them interact to each other well).

(Interview Transcript 9, September 12, 2013)

b) 2<sup>nd</sup> meeting

For the second meeting, the information gap activity was successful in improving the students' involvement and speaking ability. In this meeting, all students were actively engaged in the activity. The activity and the instruction were easier than before so that they could finish well. It could be seen on this observation.

In this activity, the students could finish the worksheet fast than before. Before the time was up, most of them had collected their worksheet. After all of them collected their worksheet, R closed the lesson by reviewing the lesson which was taught before. (Field note 6, September 19, 2013)

c) 3<sup>rd</sup> meeting

For the third meeting, the information gap activity was not successful enough in improving the students' involvement and speaking ability, because there were some students who did not do the activity when the others were doing the information gap activity. Some students were still confused with the activity because they did not pay attention on the instruction before; most of them were boys. Some of them tried to finish the task but the rest just sat on their chair looking at their friends' activity. It could be seen from this observation.

Before doing the activity, R asked the students to bring their four things like a pen, a book, a pencil, and a rubber. Then R asked them to make some groups. After they came together in their group, they were asked to collect their four things in front of their group. Then they had to take it randomly. They were forbidden to take their own things. They had to take their friends' things. After that they had to practice expression related to asking and giving things which was taught before to take their own things back. They had to do it in English. After they asked their things, they had to give a tick on the name that brought their own things. When the students

were busy doing the activity, there were some students who were still confused with the activity. Most of them were boys. They did not pay attention on the instruction which was given before. Finally, R explained the instruction again. After that R controlled the activities. (Field note 7, Thursday, September 26, 2013)

## 2) Using classroom English during the teaching-learning process.

The implementation of the classroom English was successful in improving the students' speaking ability and making them more familiar with the English words. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. It was because when the researcher gave some questions in English, the students answered them in English, too. It was in line with the statement that certain aspects of teacher talk, such as the way he/she asks questions, can influence the way students use the language. This finding could be seen from the field notes below.

Setelah menyapa P menanyakan keadaan mereka dengan mengatakan *how are you today?*, para siswa sudah bisa menjawabnya tapi masih ragu-ragu. Kemudian P mengulanginya, baru para siswa menjawabnya dengan semangat. Ketika P mengatakan *is there anyone absent today?*, mereka masih bingung menjawabnya. Ada yang diam dan ada yang mengatakan dengan bahasa Indonesia kalau semua siswa masuk atau tidak ada yang absent hari ini. "*Nggak ada Miss, berangkat semua*", jawab anak-anak. "*Oh...nobody absent today*" kata P dibarengi dengan gerakan yang mengisyaratkan kata tidak. "*Ngomong apa itu Miss? Nggak ada yang absen gitu maksudnya*", tanya beberapa siswa. "*Yes, jadi kalau nggak ada yang absent bilanganya, nobody absent, gitu...oke!*", kata P.

P menjelaskan peraturan-peraturan selama mengikuti pelajaran seperti memperhatikan ketika guru menjelaskan materi, tidak boleh ramai, siswa yang aktif di dalam kelas akan mendapat "star" dan kemudian dimasukkan kedalam saving bank yang di akhir pertemuan akan dipilih tiga siswa terbanyak yang mendapatkan bintang akan mendapat hadiah dari P. (Fieldnote 6, September 19, 2013)

In this first cycle, the researcher used some Indonesian translation in explaining the materials and giving instructions in order to make the students understand. This reflection could be inferred from the extracts below.

Selanjutnya P memberitahukan materi yang akan dipelajari hari ini, yaitu *Fruits and Vegetables*. Ketika P mengeluarkan beberapa gambar *Fruits and Vegetables*, ada yang bertanya-tanya “*itu apa e miss?*”, “*bagus e Miss...*”. P menjawab “*I will tell you, but all of you must keep silent and attention, okay!*”. Ada yang mengatakan “*ngomong apa e Miss, aku nggak paham*”. P mengulanginya lagi dengan memperagakan tangannya tapi ternyata masih ada yang belum paham akhirnya P mengulanginya lagi ditambah dengan bahasa Indonesia. P menjelaskan kalau *keep silent* itu artinya *tolong diam* dan *keep attention* itu artinya *tolong diperhatikan*. Para siswa menganggukkan kepala pertanda bahwa mereka mengerti. (Fieldnote 6, September 19, 2013)

- 3) Using interesting media in the teaching-learning process to attract students’ attention and maintain their motivation in the teaching-learning process.

The media were effective to attract the students’ attention. They were also tools to overcome the students’ boredom. The media could help the researcher to present the materials and introduce some new words as well. Pictures as a form of media can be used as a tool to introduce the material or new words. However, the picture was not clear and big enough. As the result, some students, especially who sat at the back, could not see it clearly. It could be seen in the interview transcript below.

R: Adit, Naufal, *gimana pelajaran hari ini?* (Adit, Naufal, what do you think about today’s lesson?)

S1: *Pokoknya kalau ada gambar-gambarnya aku suka, Miss, kayak nggak belajar e jadinya. Apalagi nggak sering nulis tambah suka aku Miss.* (If there is a picture, I feel happy in joining the class, Miss. It feels like we are playing not learning. Moreover we seldom do writing, I feel happier)

S2: *Iya, seru banget.* (Yes, it is awesome, Miss)

R: *Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?*  
(What do you think when I use the big picture?)

S1: *Menarik kok, Miss.* (It is interesting, Miss)

R: *Kalo Adit gimana?* (What do you think, Adit?)

S2: *itu, Miss, gambarnya kurang gede. Aku nggak begitu jelas nglihatnya, Miss.* (The picture is not so big enough. I could not see it clearly, Miss)

R: *Oh, kamu duduknya di belakang ya?* (Do you sit on the back?)

S2: *Iya e, Miss.* (Yes, Miss)

R: *Oh iya, terus tadi memperhatikan tidak kalo kurang jelas tuh?* (I see. Do you still pay attention to my lesson although the picture was not so clear?)

S2: *Perhatikan, kan aku maju kedepan tadi, Miss.* (Of course, then I decide to come forward so I could see the picture clearly, Miss.)

(Interview transcript 15, September 26, 2013)

#### 4) Giving feedback on the students' pronunciation

The researcher always gave feedback on the students' pronunciation during explaining the material and after they practiced the dialog so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out on a student's single mistake so that it did not make her/him shy. It was in accordance with Lynch's (2010) statement that by indicating the mistakes, but not immediately providing the correction, teachers do more to facilitate students' progress. On the other hand, the students were very enthusiastic when the researcher told them about the right pronunciation of some words. It could be seen from one of the field notes below.

P menunjukkan fruits and vegetables dengan menggunakan gambar dengan mengatakan "*What we call this in English?*". Beberapa siswa dengan mudah dapat menebak beberapa gambar yang mereka tahu seperti *apple, orange, mangoes*, dll. Banyak dari kata-kata yang ada, mereka tidak tahu bagaimana mengucapkannya, seperti *avocado, pineapple, banana, papaya*. Mereka sangat senang ketika P memberitahu bagaimana harus mengucapkannya, seperti menemukan sesuatu yang baru. Bahkan ada beberapa anak yang mengucapkannya berkali-kali. Ada juga gambar-gambar yang mereka belum tahu bahasa Inggrisnya. P meminta mereka untuk mengulang berkali-kali, dengan mengatakan *listen and repeat after*



*me* agar mereka tahu bagaimana mengucapkannya (Fieldnote 6, September 19, 2013).

#### **d. Finding of Cycle I**

Based on the reflections above, the researcher and the English teacher decided that most of the activities in Cycle 1 were successful, but there was always a need to improve each of the planned actions. There were some points that could be concluded as follows.

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

##### **a) 1<sup>st</sup> Meeting**

The implementation of information gap activity in the first meeting was not successful since the students still did not understand the instruction and the aim of the activity. Besides, some of the students did not participate well in their groups.

##### **b) 2<sup>nd</sup> Meeting**

The information gap activity in the second meeting which was implemented through group work was successful in improving the students' speaking ability and involvement in the teaching and learning process. Most of them had actively engaged in the activity.

c) 3<sup>rd</sup> Meeting

The implementation of information gap activities in the third meeting which were implemented through group work was successful in improving their speaking ability and involvement in the teaching and learning process though there were some students who did not work in their groups. The researcher had to take more control during the activities so that the students did what the researcher asked them to.

2) Using classroom English during the teaching-learning process.

The use of classroom English during the teaching and learning process was successful in improving the students' speaking ability and in familiarizing them with the English words. Besides, it was effective to increase the students' opportunities to speak English since there was always two-way communication between the researcher who acted as the teacher and the students. As planned in the beginning of the action, in this first cycle, the researcher used Indonesian translation in explaining some difficult aspects, such as in the materials and the instructions. The inclusion of Indonesian translation in Cycle I was based on the interviews which were done before the action. It served to help the students who got difficulty in understanding the explanation when the teacher spoke English all the time.

3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

The use of interesting media was effective to help the students understand the learning materials, to attract their attention, and maintain their motivation

during the learning process. The researcher used various kinds of media which were relevant with the learning materials. There were a poster, a puppet, flashcards, real objects, and handouts. These all functioned as tools to make activities run smoothly as expected and the students understood the material well. However, the poster used in this cycle was not big enough so that not all students could look at them clearly.

#### 4) Giving feedback on the students' pronunciation

The researcher's feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistakes in the following activities.

The following is the summary of reflection and conclusion of Cycle 1 and the recommendation for Cycle 2 resulted from the discussion between the English teacher and the researcher.

**Table 3. The summary of reflection and conclusion of Cycle I and the recommendation for Cycle II**

<b>Actions in Cycle I</b>	<b>Reflection in Cycle I</b>	<b>Conclusion in Cycle I</b>	<b>Recommendation for Cycle II</b>
Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-	Information gap activities were effective to improve the students' speaking skills. They were also more motivated to learn English and can actively engage in the teaching-learning process.	This action would be sustained in Cycle 2 with improvement.	The activity should be modified by considering the appropriate activities which could encourage students to be more actively involved in the teaching-learning process and should make the students confidently speak English. So they could

learning process			improve their speaking skills.
Group work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. However, there were some students who did not actively participated in their groups.	The implementation of group work would be changed to be pair work in Cycle II.	-
Using classroom English effectively	The use of classroom English was successful in improving the students' speaking ability and made them more familiar with the English words. However, to help the students understood when the researcher gave explanation in English, she sometimes still accompanied the explanation with the use of translations into <i>Bahasa Indonesia</i> . It made the students relied more on her translations than tried to familiarize the English words and sentences used.	This action would be sustained in Cycle II with improvement.	The classroom English used should be modified so that there would be two ways of communication between the teacher and the students. In Cycle I, the students were relied more on the teacher's translation into <i>Bahasa Indonesia</i> . To reduce the use of translation, body languages, gestures, and repetitions would be used more in Cycle II to exposure the students to English.
Using interesting media in the teaching-learning	The use of interesting media was effective to help the students understand the learning materials, to attract	This action would be sustained in Cycle II with improvement.	The use of interesting media should make the students involved more actively in the teaching-learning

process	their attention, and maintain their motivation during the learning process. However, some media used were not big enough for all students to see the media clearly.		process. The varied and colored media would still be used. The size should be big enough so that all students, including the students who sat at the back, could see the media clearly.
Giving feedback on the students' pronunciation	The implementation of the researcher's feedback on the students' pronunciation was effective in improving the students' speaking ability and they were very enthusiastic to know the correct pronunciation of some English words.	This action would be sustained in Cycle 2 with improvement.	The researcher's feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistakes in the following activities.

## 2. The Report of Cycle II

### a. Planning

Based on the findings of Cycle I, the researcher planned some efforts as treatments to solve the problems that were still found in the implementation of the actions. In order to solve those problems, she would still use the similar activity to those in Cycle I, such as using interesting media, using classroom English and giving feedback. However, the implementation of classroom English by Indonesian translation was more modified by using body languages, gestures, and repetitions. Besides, there were some new actions such as implementing information gap activities through pair works which used more pictures. In

addition, the researcher also focused the efforts on giving rewards. The efforts were described as follows.

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process

In this cycle, the researcher planned to implement the information gap through various activities which used more pictures than before. It was because the main point of this cycle was to make the students more active and enjoyable than before in involving the activity. These activities involved the students to work in pairs not in groups anymore. By implementing various information gap activities, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking ability could be improved.

- 2) Using classroom English during the teaching-learning process

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. However, different from the previous cycle, in this cycle the researcher used some body languages, gestures, and repetitions to make the students understand them so that they did not depend on the Indonesian translation. The use of classroom English in this cycle was still the same as that in Cycle I. She planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

- 3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process

The media had an important role to support the success of the materials that would be delivered. By employing the appropriate media, it is easy for the students to understand the materials and involve more actively in the teaching-learning process. Then, the researcher planned to keep using interesting media in the teaching-learning process so that it would be more attractive and interesting.

- 4) Giving rewards

The researcher planned to give rewards in the form of points for the students who were active in the class and could get involved in the activity. This action was planned based on the findings in the previous cycle revealing that there were some students who still did not join in the activity. Therefore, by giving rewards, the researcher hoped that the students would be more enthusiastic in joining the class and active in involving the activity.

- 5) Giving feedback on the students' pronunciation

As found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words. Then, the researcher planned to keep giving feedback on the students' pronunciation to improve their speaking ability so that they did not make the same mistakes in the next activities.

The comparison of the actions between Cycle I and Cycle II could be seen in Table 4.

**Table 4: The comparison of the actions in Cycle I and Cycle II**

<b>Cycle I</b>	<b>Cycle II</b>
Implementing information gap activities through various activity in groups	Implementing information gap activities through various activity in pairs
Using classroom English by some Indonesian translation	Using classroom English by using body languages, gestures, and repetition
Using interesting media	Using interesting media
Giving feedback on the students' pronunciation	Giving feedback on the students' pronunciation
-	Giving rewards to the students who were active in the teaching learning process

#### **b. Actions and Observations in Cycle II**

Cycle II was also conducted in three meetings; they were on Thursday, October 3, 24, 31, 2013. In this cycle, the materials were about places around the school, hobbies, and families. In this cycle, while the researcher implemented the action, she also took notes to observe the teaching and learning process. The data during Cycle II were collected through classroom observations and interviews. Below were the actions that the researcher implemented in Cycle II:

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The implementation of information gap activities in Cycle II was conducted in three meetings. Different from Cycle I, the information gap in this cycle were implemented through various activities which used more pictures than before. It was because the main point of this cycle was to make the students more active and enjoyable than before in involving the activity. By implementing



various information gap activities, the students were hoped not to be bored of the activities so that in the end of the cycle, their speaking ability could improve. The description of this action for each meeting is presented as follows.

a) 1<sup>st</sup> Meeting

The first meeting in Cycle II was implemented on Thursday, October 3, 2013. The topic for this meeting was about places/rooms at the school. The information gap activities implemented in the first meeting were looking for information from others to complete the information of the location of some places/rooms at the school. For the first phase of teaching and learning process, building knowledge of the field, the students were given information related to the name of places/rooms at the school, such as a library, a mosque, a classroom, a canteen, a kitchen, a toilet, a healthy room, and parking lots. Then, the students were given examples of the way giving information and responding the information, e.g. *"Where is the toilet?"*, *"It is beside the library, the toilet is beside the library"*. After giving the examples, the researcher asked some students to practice that expression with their friend. However, most of them were still confused about the preposition and needed some times to use it appropriately. It could be seen in this observation.

After explaining the name of places around the school, R gave the example of the way of asking and giving information about location of places around the school. R used a hand puppet as her partner. The example was *"Where is the toilet, Kitty?"*, ask R, *"It is beside the library, the toilet is beside the library"*, answer Kitty with R' voice. Then R also asked the location of some other places which were on a school map which was stuck on the board. R also explained some preposition which used to mention the location of places around the school, like *beside*, *between*,

*behind, in front of, across, and next to.* R also asked the students to mention the location of some places around the school according to the place which R pointed, e.g. "*Where is the canteen?*". The students needed a long time to answer "*The canteen is beside the mosque*". They did the same on answering the location of some places which R pointed. (Field note 8, October 3, 2013)

Meanwhile, the information gap activities were employed in the joint construction of the practice phase. To do the activities, the students were asked to work in pairs. In each pair one student was A and the other student was B. The researcher began the activities by giving each student a school map. They received same maps with different missing blanks that they could only fill in by asking each other question. Student A was told to find out where the toilet was for example. Student B had the answer of course and described Student A where it was. Student B had blanks, too, which only Student A could fill. The point was that A and B would have to ask each other question in order to complete their maps, e.g: A: Where is the toilet? B: It is behind the mosque. (A writes the toilet in the correct place on his or her map.) Then it was Student B's turn to ask a question. In this activity the students were not supposed to look at each other's maps and they were not allowed to copy the information from their pair's maps.

#### b) 2<sup>nd</sup> Meeting

The second meeting was implemented on Thursday, October 24, 2013. The topic was about hobbies. The information gap activities in this meeting were carried out through survey task which was more pictures. For the first phase of teaching and learning process, building knowledge of the field, the students were given information related to some hobbies, like reading, listening the music,

dancing, singing, playing football, etc. Then, the students were given examples of the way giving information and responding the information about hobbies, e.g. *"What is your hobby?"*/ *"What do you like to do?"*, *"I like reading"*. After giving the examples, the researcher asked some students to practice that expression with their friends.

Then the researcher gave an information gap activity worksheet. The information gap activities implemented in this meeting were looking for information from others to complete the information of someone's hobby. In this activity, she asked the students to work in pairs. In each pair one student was A and the other student was B. They received different missing blanks that they could only fill in by asking each other question. Student A was told to find out what Raihan hobby is for example. Student B had the answer of course and told Student A what Raihan liked to do. Student B had blanks, too, which only Student A could fill. Students A and B would have to ask each other questions in order to complete their worksheet. They were not supposed to look at each other's worksheet.

From this activity, most of the students had actively engaged in the discussion. They also actively asked his/her pair information. In this activity, all students had actively engaged in the discussion. There was no student who just sat on their chairs waiting for their friends. This could be inferred from this observation.

This worksheet was done in pairs. There were student A and student B. They were given a worksheet which was different blank column. It was

about someone hobby. For example student A was asked to find out what Raihan hobby, he/she had to ask to student B because student B knew the answer certainly. It was also for student B. When student B asked about Aqila' hobby, for example, student A of course knew the answer. The point was that they had to ask each other question to complete their worksheet. In this activity, the students could finish their worksheet fast then before. It was because the way to do it was not difficult. They also had understood the way how to do it. (Field note 9, October 24, 2013)

### c) 3<sup>rd</sup> Meeting

The third meeting was implemented on Thursday, October 31, 2013. In this meeting, the materials were about families. In the beginning of the lesson, the researcher gave some family relationship, like grandmother, grandfather, uncle, aunt, cousin, etc. Then the researcher gave an example of a conversation which used the expressions of looking for information, e.g. *"Who is Aqila?"*, *"She is my sister"* *"She is Najwa's sister"*. Then, the researcher asked two students to practice the conversation according to the family tree picture.

Meanwhile, the information gap activities were employed in the joint construction of the conversation. The information gap activities implemented in this meeting were looking for information from others to complete the family relationship. To do the activities, the students were asked to work in pairs. In each pair one student was A and the other student was B. The researcher began the activities by giving each student a picture of Akbar' family trees. They received same picture with different missing blanks that they could only fill in by asking each other question. Student A was told to find out who Raihan was for example. Student B had the answer of course and described Student A who Raihan was.

Student B had blanks, too, which only Student A could fill. The point was that A and B would have to ask each other questions in order to complete their family tree, e.g: A: “*Who is Azka?*” B: “*He is Akbar’s cousin*”. (A writes the name of Azka in the correct place on his or her family trees.) Then it was Student B’s turn to ask a question. In this activity the students were not supposed to look at each other’s pictures and they were not allowed to copy the information from their pair’s pictures.

## 2) Using classroom English during the teaching-learning process.

The implementation of classroom English in this research included greeting the students at the beginning of the lesson by saying “*Good morning.*” followed by asking students’ condition by saying “*How are you today?*”, or sometimes “*How’s life?*”. The students always answered the greeting loudly. When they were asked about their condition, they always said “*Fine, thank you.*” or “*Fine, Thanks. And you?*”

The first time the researcher asked “*How’s life?*” the students looked confused and did not know what to say. Then she explained what it means. In Meeting 3, the students were able to respond to that question by saying “*Fine, thank you.*”

The researcher also asked “*Who is absent today?*”, “*Is everybody here today?*” or “*Is anyone away?*” to check the students’ attendance. The researcher said that those question had the same meaning with “*Is there anyone absent today?*”. They were able to respond by mentioning who was absent, or saying “*Nobody absent today.*” when all of them were present. To check the students’

understanding, the researcher used "*Do you understand?*" or "*Is it clear for you?*". For inviting questions, she used "*Is there any question?*" or "*Any question?*" The students usually answered by saying "*Not yet.*" To know the students' readiness before doing the activity, the researcher used "*Are you ready?*" and "*Have you finished?*" to know whether they had finished doing the tasks given or not. The students usually answered by saying "*Yes*" or "*Not yet, Miss*". The researcher also asked the students to call "*Miss*" instead of *Bu* when calling her.

Meanwhile, during the lesson the researcher sometimes thanked the students for their participation by saying "*Thank you*" and sometimes complimented them by saying "*Great*", "*Good*" or "*Excellent*". At the beginning of the lesson, she always used "*Let's say our prayer. Pray do.*" to lead the prayer.

The researcher also used English in ending the lesson. She said, "*Okay, class, time is over. See you next Thursday*" or "*That's all for today. On Thursday, there will be more. See you*", the students kept silent and talked to each other. She repeated loudly, "*See you students*" and they answered "*See you, Miss*". The researcher's repetition and loud voice could give good influences to the students' responses. They could listen and respond to the researcher well.

The researcher used gestures or body languages to emphasize her instructions or explanations. The students responded to the researcher's instructions or explanations appropriately. It means that non-verbal languages or gestures can help the students comprehend her explanations and instructions.

The use of classroom English was intended to make the students familiar with English so that they would not feel that learning English is difficult. The

ability to respond to what the researcher said showed that the students could understand the expressions and they could respond to the expressions appropriately. Thus, the researcher found that the use of classroom English was effective in making the students familiar with English.

- 3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

The materials which would be learned in this cycle were giving information and responding in relation to giving direction about places around the school, giving information and responding in relation to hobbies, and families. To help the students in understanding the learning materials, the researcher supported the teaching-learning process by using appropriate and interesting media. The media here functioned as the teaching aids to help the students got more understanding on the learning materials given.

- (1) Using flashcards

Media such as flashcards could help the students in understanding and comprehending the lesson. It also could attract and maintain their attention to get involved in the teaching-learning process. Flashcards are a set of cards bearing information, as words, numbers, or pictures, used in classroom drills. Flashcards could bear vocabularies, language focuses, formulas, or any subject matter that could be learned.

In this cycle, flashcards were used for explaining the materials in each meeting, including rooms at the school, hobbies, and family relationship. Based

on the observation and interviews, it could be concluded that by using flashcards the students were more motivated in doing activities and they did not get bored easily.

#### (2) Using a hand puppet

Learning that the use of puppet in Cycle 1 got good appreciation from the students, the researcher used the puppet more frequently as the dialog partner in delivering the materials. The puppet also used to invite the students into the simple conversation. It encouraged the students to eagerly speak English. The use of puppet could also attract the students' attention during the learning.

#### (3) Using a big picture

A big picture was used to attract the students' attention when the researcher explained the materials. In this cycle, the big picture was used in presenting the material about rooms at the school, hobbies, and families. The big size of the picture could catch the students' attention so that they could be more motivated to focus on the researcher's explanation. Learning from the weaknesses found in Cycle 1, the researcher made this picture bigger, so that all students, even the students sat at the back, could see the picture clearly.

#### (4) Using a big dice

In this cycle, a big dice was used in the first meeting in the material about places/rooms at the school. It was used in the games to make the students more understand how to use preposition appropriately according to the location of



places/rooms at the school, like *next to*, *across*, *behind*, *between*, dan *in front of*.

The use of a big dice was helpful as students enabled to understand the materials more.

#### (5) Using a handout

In Cycle 2, handouts were also given to the students in each meeting. In the handout, the researcher included colored pictures, and simple and clear material. The use of the handouts helped the researcher in delivering the material. Handouts also helped and illustrated what had been taught to students because the handouts contained pictures or maps which were helpful as they enabled students to understand the materials more.

#### 4) Giving rewards

Regarding the findings of Cycle I that the students were still reluctant in joining the activity, the researcher provided some rewards to make the students more enthusiastic to get involved in the activity and active during the teaching-learning process. The rewards were given in the form of points. The researcher always told the students in every beginning of the lesson that she would give a point to the students who wanted to be active in the teaching-learning process and got involved in the activity. During this cycle, this action could make the students more enthusiastic to be active in the teaching-learning process.

### 5) Giving feedback on the students' pronunciation

In accordance with the previous cycle, in this cycle the researcher always gave feedback on the students' pronunciation. It was because some students still made some mispronunciation. The researcher gave the feedback during giving explanation and after they had finished the activity by asking them the correct form of their mispronunciation before giving the researcher's own feedback. Besides, the researcher did not point out on a single student's mistake but she always covered all mistakes that the students had made. It was in accordance with Harmer's (2001) statement that such a way of giving feedback by watching and listening so that the teacher can give feedback later was much more appropriate.

For the first meeting, the students made mispronunciations in the words: *a mosque, a library, a kitchen, parking lots, and a healthy room* (Field note 8, October 3, 2013). In the second meeting, the mispronunciation occurred in the words: *listening the music, playing football, dancing, riding bicycle, and drawing* (Field note 9, October 24, 2013). Then in the third meeting, the mispronunciation occurred in the words: *grandmother, grandfather, cousin, uncle, and aunt* (Field note 10, October 31, 2013).

### c. Reflection of Cycle II

The researcher had a discussion with the English teacher in order to have a reflection about the actions. Besides, the researcher interviewed the students about their opinions of the actions. From the implementation of the actions above, here is the description of the reflection in Cycle II:

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The implementation of information gap activities through various activities was generally successful in improving the students' speaking ability and involvement. Besides, by giving the information gap through various activities, the students' opportunities to speak English in the class could be increased. Those were in line with Lynch's (2010) statement that information gap activities can make students participate actively. Most of them were actively engaged in the activities. The reflection of the implementation of the information gap activities for each meeting is presented as follows.

a) 1<sup>st</sup> Meeting

In the first meeting of Cycle II, all of the students did what the researcher asked them to do. They listened to their pair's information to complete some missing information of a school map worksheet. They practiced their English during this activity and there was a few students who only copied from their friend's map. It could be seen in this observation.

Mereka harus saling bertanya mencari informasi untuk mengisi lokasi yang kosong dengan mengisi nama tempat yang sesuai. Mereka tidak diperbolehkan melihat peta milik pasangannya, hanya boleh bertanya saja secara bergantian. Beberapa siswa telah mempraktekkan dengan benar, tapi ada juga beberapa siswa yang masih bingung dalam menyampaikan lokasi tempat yang ditanyakan pasangannya, sehingga mereka memutuskan untuk menjawabnya dalam bahasa Indonesia. P yang mengetahui hal tersebut langsung menghampiri dan membimbingnya untuk menggunakan bahasa Inggris, "*Zaki kok njawabnya pake bahasa*

*Indonesia?”*. “*Nggak bisa e Miss*”, jawabnya. “*Coba tadi Abi tanya apa? Diulang Bi!*” kata P. “*Where is the kitchen?*” tanya Abi. “*Kamu liat dipeta dapur ada dimana?*”. “*Dekat kantin Miss*”. “*Trus bilanganya gimana? The toilet is... Disamping apa?*” pancing P. “*Opo mau, beside*”. “*Jadi terusannya gimana?*”. “*The kitchen is beside the canteen*”. Semua siswa akhirnya dapat melengkapi peta sekolah, walaupun ada yang menanyakan infonya menggunakan bahasa Indonesia, ada juga yang sengaja menyontek langsung dari teman pasangannya. (Field note 8, October 3, 2013).

#### b) 2<sup>nd</sup> Meeting

In the second meeting, the implementation of information gap activities was also effective in improving the students’ speaking ability and involvement in the teaching and learning process. This could be inferred from the following extract.

This worksheet was done in pairs. There were student A and student B. They were given a worksheet which was different blank column. It was about someone hobby. For example student A was asked to find out what Raihan hobby, he/she had to ask to student B because student B knew the answer certainly. It was also for student B. When student B asked about Aqila’ hobby, for example, student A of course knew the answer. The point was that they had to ask each other question to complete their worksheet. In this activity, the students could finish their worksheet fast then before. It was because the way to do it was not difficult. They also had understood the way how to do it. Sebelum waktu pelajaran habis para siswa sudah banyak yang mengumpulkan hasil tugasnya. (Fieldnote 9, October 24, 2013)

Besides, the English teacher said that in this meeting, the students’ speaking ability improved significantly than the first meeting and all of the students were very enthusiastic to find the information from their pair.

### c) 3<sup>rd</sup> Meeting

In the third meeting, the information gap activities which were implemented were successful in improving the students' speaking ability and their involvement in the teaching and learning process.

Then R gave a worksheet about a family tree. It was Aqila family. This activity was done in pairs. There were student A and student B. Every pair got the same family tree but different blank column. They were asked to find the relationship of the names that related to Aqila. For example A had to find who Najwa is for Aqila. Student B had the answer of student A's question by looking at the picture he/she had. Then student A wrote the name of Najwa under the picture which was suitable with the relationship. It was the same with student B turn. When student B asked to student A, student A of course could answer it by giving the information about the suitable relationship. They had to ask each other to complete their worksheet. In this activity, the students were enthusiasm in doing the activity and could finish the worksheet fast. Most of student got involved in this activity and they were busy with their pairs. Before the time was up, they had finished complete the worksheet. (Field note 10, October 31, 2013)

Based on that field note, it could be inferred that all of the students had actively participated in the activity. The students also thought that their speaking ability had improved. The English teacher also stated that in this activity, the students were more active and they were also more confident in practicing their dialogs in front of their friends. Moreover, she claimed that the students' speaking ability far more improved than in the meeting before.

### 2) Using classroom English during the teaching-learning process.

The implementation of the classroom English was effective to improve the students' speaking ability and make them more familiar with the English words.

Moreover, it could increase the students' opportunities to speak English during the teaching and learning process. The use of gestures and non-verbal languages to improve the students' comprehension on classroom English in the teaching-learning process were effective. The students made progress in understanding the teacher's instructions in English.

Although some of them still found difficulties in understanding the teacher's explanation in English, they got more accustomed to listening and practicing some simple expressions. When the students got difficulty in understanding what the researcher said, the researcher tried to repeat the questions in simpler expressions so that they could respond to the researcher's questions. Moreover, the researcher repeated the questions more slowly when the students looked confused about it. It was in line with the statement that it is appropriate to slow the teacher speech to ease the students' comprehension (Brown, 2001).

- 3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

The use of interesting media was successful to support the success of teaching speaking skills by using information gap activities. In this case, pictures, a puppet, a big dice, and flashcards as the media were successful to maintain the students' attention. The use of media, as the comment of the English teacher, was also appropriate with the learning materials. The size of the media was big enough for the students than the size in Cycle 1 so that all the students could see the

media used clearly. The teacher also agreed that the media were more colorful and interesting. It could be seen in the interview transcript below.

R: *Kalo media yang digunakan di Cycle 2 ini gimana, Bu? Sudah efektif jugakah penggunaannya?* (What about the media used in Cycle 2, Miss? Are they also effectively used?)

ET: *Medianya lebih bagus dari Cycle 1 kemarin, Mbak. Yang sekarang lebih variatif dan colorful. Jadi lebih menarik. Ukurannya juga udah pas, jadi siswa yang duduk di belakang juga bisa lihat dengan jelas.* (The media you use are better than in Cycle 1, Miss. They are more varied and colorful. The size is also bigger than in Cycle 1, so that all students, even those who sit at the back, could see the media clearly).

(Interview transcript 26, October 31, 2013)

#### 4) Giving rewards

The implementation of this action was successful in improving the students' involvement during the speaking teaching and learning process, especially in improving their motivation to get involved in the activity. After the researcher implemented this action, the students became more motivated to be active during the teaching-learning process and got involved in the activity. The use of rewards had also encouraged the students to do the task better. In the next activity, they showed their involvement and participation more than before.

#### 5) Giving feedback on the students' pronunciation

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability. The students were very enthusiastic when the researcher told them about the right pronunciation of some

words and when they imitated what the researcher said about the right pronunciation. It could be inferred from the following extract.

P menunjukan gambar macam-macam hobi. P menanyakan gambar apa yang ia bawa, beberapa siswa dengan mudah dapat menebak beberapa gambar yang mereka tahu seperti *reading*, *singing*, dan *playing football*. Ada beberapa kata yang mereka tidak bisa cara mengucapkannya, seperti *listening the music*, *playing football*, *dancing*, *riding bicycle*, dan *drawing*. P meminta mereka untuk mendengarkan ucapan P kemudian menirukannya. Mereka sangat senang bisa mengetahui vocab baru dan cara pengucapannya, seolah-olah mereka menemukan sesuatu yang baru. (Fieldnote 9, October 24, 2013)

In addition, by giving the correct pronunciation of some words, the students' speaking ability could improve, too. Some of the students stated that their speaking ability had improved since they knew the right pronunciation of the words.

#### **d. Finding of Cycle II**

Based on the reflections above, the researcher and the English teacher agreed that the information gap activities and its accompanying actions in Cycle II were successful to improve the fourth grade students' speaking skills. Here are the descriptions of those actions:

- 1) Using information gap activities as the main activities to improve the students' speaking skills and to make them involved in the teaching-learning process.

The implementation of information gap through various activities which were more colorful was successful in improving the students' speaking ability and



involvement during speaking teaching and learning process. Most of them had actively engaged in the activities.

2) Using classroom English during the teaching-learning process.

The use of classroom English for greeting, explaining the materials, giving the instructions of the activities, and ending the lesson was successful. In Cycle I, it seemed that it was difficult for the students to understand the researcher's explanations and instructions in English. In Cycle II, the gestures and repetition were used to improve their comprehension on the explanations and instructions. Although they did not totally understand the researcher's explanations, they made progress in responding to the researcher's instructions orally or physically. The students got more accustomed to listening and using some expressions.

3) Using interesting media in the teaching-learning process to attract students' attention and maintain their motivation in the teaching-learning process.

The use of media was successful to support the teaching of speaking skills. Colored, clear, and interesting media were used to maintain the students' attention and warm up them to the new topics. The students were attracted to the media used by the researcher. The media were simply used in the teaching-learning process to widen students' understanding of words or just simply to make the lesson more attractive.

#### 4) Giving rewards

The implementation of giving rewards was successful in improving the students' confidence in performing their speaking skill. After the implementation of this action, the students became more motivated to be active in the teaching-learning process and enjoyable in getting involved in the activity.

#### 5) Giving feedback on the students' pronunciation

The implementation of giving feedback on the students' pronunciation was successful in improving the students' speaking ability since they did not make the same mistakes in the next activities. Moreover, it could improve the students' enthusiasm about the correct pronunciation of some words.

### **e. General Finding**

Based on the reflection of Cycle I, there were some techniques that were successful and unsuccessful. The successful techniques were information gap activities, pronunciation feedback, and interesting media. The unsuccessful ones was using classroom English to give explanation. Those techniques, i.e., using information gap activities, classroom English, interesting media, and pronunciation feedback, were sustained with improvement in Cycle II. Besides, giving rewards towards the students' involvement was also used to support the actions. Based on the reflection of Cycle II, the implementation of information gap activities and its accompanying actions were successful to improve the fourth grade students' speaking skills.

The following is the summary of the changes happened before and after the implementation of information gap activities and its accompanying actions to improve the fourth grade students' speaking skills.

**Table 5: The changes (before and after the implementation)**

Before actions were conducted	After the actions were conducted	
	Cycle 1	Cycle 2
The teacher used the <i>LKS</i> page by page monotonously.	Information gap activities, a handout, interesting media, and classroom English were used by the researcher in the teaching-learning process. So the activities in the teaching-learning process can be varied.	More varied information gap activities supported by colorful handout, using interesting media which were relevant to the materials given, and implementing classroom English maximally were used by the researcher so that the activities in the teaching-learning process can be varied and enjoyable.
The teaching aids and media were not maximally used.	The media used were flashcards, a poster, a hand puppet, and handouts. The poster needed to be made bigger because the students, especially those who sat at the back, could not see it clearly when the researcher explained the material by using it.	The interesting media used were more colored flashcards, a bigger picture (the researcher made the picture bigger than the picture used in Cycle I so that all students could see it clearly), a hand puppet, a big dice, and colored handouts. By maximizing the varied media, all students could get involved during the learning activities. The media also could maintain the students' attention during the learning process.
The teacher	Some students were still not	The students were familiar

seldom used English classroom during the teaching-learning process.	familiar with some English words so that there were some Indonesian translations. The researcher knew some classroom English expressions that could be used to familiarize the students with English. So, when the researcher gave explanation in English the student would get the meaning. Besides, by familiarizing the students with English, it would direct the students' mind that English was not a difficult subject to be learned.	with the English words without the Indonesian translation. Besides, by familiarizing the students with English, it would direct the students' mind that English was not a difficult subject, but also by implementing the classroom English expressions there would be bigger opportunity for the teacher to communicate with the students which could lead to the two ways of communication between the teacher and the students. Body languages, gestures, and repetitions were used in helping the students to understand the researcher's explanation, as a replacement for translations into <i>Bahasa Indonesia</i> .
The students got bored easily during the teaching-learning process.	Some varied, colored, big, and interesting media were successful to make all students not bored, maintain the students' attention, motivate the students to speak English eagerly, and get the students to actively involved in the learning activities. Most of the students were enthusiastic and actively engaged in doing the varied activities. The researcher also praised the students verbally if they did good work. It was successful to encourage the	There were more colourful worksheets in implementing information gap activities. The implementation of varied information gap activities could make the students more communicative, active, and happy in involving themselves in the learning activities. The use of giving rewards was also successful to motivate the students to do better and participate more actively in the next learning

	students to be active and enthusiastic during the learning process.	activities.
The teacher seldom gave speaking activity during the English teaching-learning process.	The researcher knew that information gap activities could be used as speaking activities during the English teaching-learning process.	The researcher knew that information gap activities could be used as speaking activities during the English teaching-learning process.
The English teaching-learning process was teacher-centered.	Having learned English by using information gap activities, the students had opportunities to express their speaking. They were also more motivated to learn English and can actively engage in the teaching-learning process. So, the use of information gap activities was effective to improve the students' speaking skills. However, there was still little chances for the students to speak because the students were tend to do the actions given by the researcher. Therefore, materials needed to be modified by considering the appropriate activities which were expected to make the students eagerly speak English.	The material modified by considering the appropriate activities which could encourage the students to be more actively involved in the teaching-learning process and were expected to make the students actively speak English, so they could improve their speaking skills.
The students could not pronounce the English words appropriately.	Some students still mispronounced some English words.	Most of the students had rarely mispronounced the English words.

### C. Pre-test and Post-test of the Students' Speaking Skills

As has been stated before, the implementation of information gap activities and its accompanying actions were successful in improving the students' speaking skills during two cycles. The findings could be inferred from the observations of the teaching-learning process and the interviews with the students and the English teacher. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Thursday, September 5, 2013 and the post-test on Thursday, November 7, 2013. The topics of the test were greeting, introduction, things in the classroom, fruits and vegetables, hobbies and families. The tests were designed in the form of the written-speaking test. In the tests, the researcher listed four options for each question.

The students' speaking scores in the pre-test could be seen in Appendix G. Meanwhile, the summary of the result of the pre-test could be seen in Table 6.

**Table 6. The summary of speaking pre-test result**

<b>Data</b>	<b>Pre-test</b>
Mean	6.5
Number of students (N)	21

From Table 6, it could be seen that the mean of the students' speaking scores was 6.5. There were only 12 students who got 6.5 to 8.5 and the rest got 5 to 6. From those assessments, it could be inferred that the students' speaking skills was low because the minimum passing criteria (*KKM/Kriteria Ketuntasan Minimum*) of English subject in this school was 6.5.

Meanwhile, the result of the students' speaking scores in the post-test could be seen in Appendix G. The summary of the students' speaking scores in the post-test was given in Table 7.

**Table 7. The summary of speaking post-test result**

<b>Data</b>	<b>Post-test</b>
Mean	8.3
Number of students (N)	21

Based on Table 7, it could be seen that the mean of the students' speaking scores was 8.3. The students got the speaking score between 7 and 9.5. Thus, all of them had passed the minimum passing criteria (*KKM*). From those results, it could be concluded that the students' speaking skills had improved since the means of the students' speaking tests had improved from 6.5 in the pre-test to 8.3 in the post-test.

## CHAPTER V

### OBJECTIVES, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Objectives

The objective of this study is to improve students' speaking skill through information gap activities. There were six activities applied in this research. Activities applied in Cycle 1 were some various activities which were done in groups, i.e. *survey game* in first and second meeting, and *search game* in third meeting. Meanwhile, some various activities which were done in pairs were also *search game* in first meeting and third meeting, and *survey game* in second meeting. Those activities were done Cycle II.

#### B. Conclusions

The two cycles in this action research were completely done. The research began in September 12 and ended in October 31, 2013. The information gap activities in cycle I were done in groups. The information gap activity applied in the first meeting was not successful enough. It was because the students did such activity in the first time. They found it difficulties in doing it because they had to use English in looking for the information. However, some of them were enthusiasm because it was a new activity which was interesting for them. In the next meeting, they were accustomed to the activity. They started to get involved and enjoyed it. It was because the role of the activity was not difficult and it was also supported with some interesting media.



In the next meeting in cycle II, the information gap activities were done in pairs. There were more pictures and interesting media to support the activity. The researcher also used body languages, gestures, and repetitions to give instruction in class activities and explain some materials. With those activities, the students enjoyed them and they were more confident in speaking in English. Besides, they could finish it faster than before. Moreover they were more active in the speaking teaching and learning process.

In both cycles, the researcher implemented the information gap activities and some accompanying activities in doing information gap activities such as using classroom English, interesting media, and giving pronunciation's feedback. In Cycle I, there were some successful and unsuccessful actions. Therefore, to overcome the unsuccessful actions, there were some additional and revised actions in Cycle II such as implementing information gap through various activities in pairs and giving reward. By implementing those actions in Cycle II, the students' speaking ability could improve. It could be seen from the students' involvement, students' opinions, and the English teacher's opinion about the actions.

Overall, the use of information gap activities and the accompanying actions could improve the students' speaking skills of the fourth grade in SDIT Salsabila 3. Through those activities, the students could apply and respond to the expressions well. They were also more active to involve themselves in the learning activities. In addition, the students became more familiar with English, and more confident to speak in English. The level of the students' motivation also

increased, meanwhile their boredom decreased. They were more enthusiastic in following the English lesson. As the result, their speaking skill was improved.

### **C. Implications**

Based on the results of the actions, it was found that the students were more active in the speaking teaching and learning activities so that their speaking ability could be improved. They could be more familiar with the words they learnt. Besides, the information gap activities did not make the students bored. It implies that the teacher can use the information gap activities in speaking teaching and learning process since they can give some benefits. First, they can improve the students' speaking ability. Second, they can increase their involvement in the speaking teaching and learning process. Third, they can increase the students' enthusiasm; decreasing the students' boredom and maintaining their motivation in the learning process. Fourth, they could improve the students' self-confidence, cooperation, responsibility, and autonomy in carrying out the activity. Fifth, they could provoke the students to be active participants.

Furthermore, the results of the study indicated that the process of implementing information gap activities could run well because the class management was good. When the number of the students working in groups was not big enough, such as group of three and two, all of them could participate equally because each of them had different responsibility toward the activities. It implies that the teacher should have a good ability in managing the class. Besides, the teacher should know the students' characteristics so that the activities could cover all of the students' interests.

#### **D. Suggestions**

##### **1. To English teachers**

Due to the limited time, the researcher only implemented some information gap activities, such as survey and search games. The English teachers need to try to keep on applying the various information gap activities so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as a hand puppet, pictures and role cards. The English teachers can use other media which were more interesting so that the students will be more interested with the activity. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of English teaching and learning process can improve.

##### **2. To other researchers**

In this study, the researcher conducted the research in two months, because of the limited time. The other researchers may follow up this study in a longer time in order to find more actions to improve students' speaking ability. Since the researcher conducted the research in the elementary school, the other researchers may conduct this research in other levels, such as junior or senior high schools which have different characteristics than elementary school students. Therefore, the research findings will be more general and reliable. Moreover, they can use some other information gap activities besides those activities, such as jigsaw tasks, role plays, or others.

### 3. To English Education Department

The result of the study is expected to be a kind of references for the lecturers of English Education Department when preparing their students to be English teachers. They are expected to give appropriate and enough knowledge to their students related to teaching English in the elementary schools. So, the students could be creative and innovative English teachers who could build effective teaching-learning process.

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# APPENDICES



# Appendix A:

## Field Notes

## FIELD NOTES

### Field note 1

**Hari/ tanggal : Senin, 15 Juli 2013**

**Ruang : Ruang kepala sekolah dan ruang guru**

**Hal : Perijinan Penelitian**

Hari ini adalah hari pertama peneliti (P) datang ke sekolah. Tiba di sekolah, P masuk ruang kepala sekolah dan disambut baik oleh kepala sekolah (KS). P menjelaskan maksud kedatangannya untuk meminta ijin akan mengadakan penelitian tindakan kelas di SDIT Salsabila 3 pada bidang studi bahasa Inggris kelas IV. KS memberikan ijin kepada P dan beliau menyarankan agar minta ijin juga kepada Guru Bahasa Inggris (GBI). Kemudian P minta ijin kepada GBI untuk melakukan penelitian tindakan kelas di kelas IV dan telah diberi ijin oleh KS. Alhamdulillah, GBI pun mengijinkan P melakukan penelitian di SDIT Salsabila 3 dan beliau juga senang karena ada yang bantu-bantu.

### Field note 2

**Hari/ tanggal : Kamis, 18 Juli 2013**

**Ruang : Ruang kelas IV**

**Hal : Observasi**

Pukul 09.30 P dan GBI masuk ke ruang kelas IV. GBI langsung menuju ke meja guru dan P langsung menuju ke bangku kosong yang berada di deretan paling belakang. GBI pun langsung menyapa siswa dan kegaduhan masih saja terjadi. Namun, GBI tak begitu menghiraukannya. Kemudian, GBI menyuruh siswa membuka LKS mereka. Karena merupakan hari pertama Bahasa Inggris diajarkan GBI menyuruh siswa membuka halaman pertama. GBI membaca bacaan yang tertera dan meminta para siswa untuk mengulangnya. Setiap kata dibaca kemudian diartikan bersama-sama. Sambil membaca GBI meminta para siswa untuk menulis arti bacaan tersebut. Siswa laki-laki mengeluh karena disuruh menulis-nulis terus. Tidak semua siswa mau menulis artinya. Ada yang menulis sesuatu yang tidak ada hubungannya dengan materi dan ada juga yang sibuk menggambar, bahkan ada yang bercerita dengan temannya, namun ada juga yang memperhatikan pelajaran. GBI memarahi siswa yang ramai dan memintanya untuk mengartikan bacaan tapi sang siswa tidak bisa menjawabnya dan teman-temannya langsung mensoraknya. (The researcher (R) and the English teacher (T) came to the class at 09.30 a.m. The T sat down on his own chair then R sat on the empty chair on the back. T greeted the students but the students did not pay attention to the T' greeting. They were busy with their own activities. However, the T did not care about it. Then, T asked the students to open their LKS. Because today was the first day the T taught in this class, T asked the students to open LKS on the first page. The T read the text which was on the first page and asked the students to repeat after him. T read every word and then translated it into *Bahasa Indonesia*. While reading the text, T asked the students to write the meaning of

every word on the text. The boy students protested because they were often asked to write all the time. Not all students wanted to write the meaning of the text. There were some students who wrote something unrelated to the English lesson and there were also busy with their own activity, like drawing. Even some of them were chatting with their friends. However, there were some students who paid attention to the lesson. The students who made noises were warned by T. T asked them to translate the text but they could not answer it. It made other students make noises and also shouted to them.)

Setelah selesai mengartikan bacaan dengan waktu yang cukup lama GBI menunjuk beberapa siswa untuk membaca bacaan tersebut beserta artinya. Karena bertepatan dengan bulan puasa jadi waktu pelajaran tidak begitu lama. Waktu menunjukkan jam pelajaran telah usai berganti dengan jam istirahat. Kemudian GBI memberikan tugas di halaman selanjutnya untuk dijadikan PR dan akan dicocokkan minggu depan. Belum sempat ditutup para siswa sudah berhamburan keluar terlebih dahulu. GBI dan P meninggalkan kelas dan menuju ke kantor guru. GBI dan P berbincang-bincang mengenai permasalahan yang terjadi selama proses pembelajaran tadi. P meminta izin untuk melakukan observasi sekali lagi dan alhamdulillah GBI mengijinkannya. (After they finished translating the text in a long time, T pointed to some students to read the text and translate it. They read and translated it reluctantly. Because it was on Ramadhan so the time for the lesson was in short time. The time was up. It was time for taking a break. Then T gave homework to do the next page and it would be checked in the next meeting. When T did not close the lesson yet, the students scattered suddenly going out from the class. Then T and R left the class and went to the teacher's room. T and R were talking about the teaching-learning process before. T and R were discussing about the problems which were occurred at the teaching-learning process. R asked the permission to T to do the observation once more. Fortunately, T gave the permission.)

### **Field note 3**

**Hari/ tanggal : Kamis, 25 Juli 2013**

**Ruang : Ruang kelas**

**Hal : Observasi**

Sekitar pukul 09.30 P dan GBI masuk ke ruang kelas IV. Para siswa masih sibuk menyelesaikan pelajaran sebelumnya. GBI meminta para siswa untuk menutupnya dan beralih ke pelajaran bahasa Inggris, tapi beberapa siswa tidak menghiraukannya dan masih tetap melanjutkan kesibukannya. Kemudian GBI memanggil nama siswa yang belum pada siap memulai pelajaran. Setelah semua siswa siap GBI memberi salam pada siswa tapi tidak semua siswa menjawabnya. GBI tidak menghiraukannya dan langsung meminta para siswa untuk membuka LKSnya. GBI menanyakan tugas yang kemarin kepada para siswa. Ada yang mengatakan sudah selesai dikerjakan dan ada pula yang mengatakan belum mengerjakan sama sekali. Kemudian GBI meminta PR tersebut untuk dikerjakan bersama-sama. GBI menunjuk beberapa siswa untuk membaca dan mengartikannya. Di sela-sela salah satu siswa mengartikan PR ada beberapa siswa

yang gaduh, ramai dengan teman-temannya dan kebanyakan mereka adalah siswa laki-laki. GBI meminta siswa yang ramai untuk bergiliran membaca PR dan mengartikannya. Dengan rasa malas mereka membacanya dan kadang tidak tahu artinya. GBI kemudian memarahi mereka tidak tahu artinya tapi tidak mau memperhatikan pelajaran.

Setelah PR selesai dikerjakan sama-sama GBI meminta untuk memperhatikan materi di halaman selanjutnya. GBI membacanya dan meminta siswa mengulangnya kemudian mengartikannya dan meminta siswa untuk menulisnya. GBI selalu mendekte dan siswa mendengarkan sambil menulis. Kemudian GBI meminta beberapa siswa untuk membaca teks dan artinya. Setelah beberapa siswa membaca dan mengartikan bacaan terdengar keramaian diluar kelas, ternyata sudah waktunya jam istirahat. Mendengar keramaian diluar siswa kelas IV semakin gaduh dan meminta untuk segera istirahat. Sebelum siswa diperbolehkan istirahat GBI memberi PR lagi di halaman selanjutnya. Meminta para siswa untuk mengartikan kosa kata yang tercantum di halaman tersebut. Meski tidak semua siswa memperhatikan yang mana tugasnya, karena sudah tergoda dengan keramaian diluar, GBI tidak terlalu menghiraukan. Para siswa sudah tidak bisa diajak konsentrasi lagi. Setelah itu GBI dan P meninggalkan kelas dan menuju ke kantor guru. GBI dan P berbincang-bincang mengenai permasalahan yang terjadi selama proses pembelajaran tadi. P usul kepada GBI kalau masalah yang akan diteliti adalah meningkatkan *speaking* siswa dalam proses pembelajaran melalui kegiatan yang efektif yaitu *information gap activities*. GBI pun menyetujuinya.

#### **Field note 4**

**Hari/ tanggal : Sabtu, 27 Juli 2013**

**Ruang : Ruang guru**

**Hal : Perencanaan**

Hari ini P datang ke sekolah untuk membicarakan rencana pembelajaran bahasa Inggris yang akan diimplementasikan setelah lebaran. Untuk pertemuan pertama, tema yang akan diajarkan adalah "*Greeting and Introduction*". P menyerahkan RPP dan "*course grid*" tentang pembelajaran kelas menggunakan *information gap activities*. Mengenai RPP dan *course grid* GBI menyerahkan kepada P, yang penting para siswa senang belajar bahasa Inggris dan temanya sama dengan yang ada di LKS.

#### **Field note 5**

**Hari/ tanggal : Kamis, 12 September 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi "*information gap activities*" pertemuan pertama**

Hari ini adalah hari pertama pelaksanaan tindakan. P tiba di sekolah pukul 10.30. Karena bulan Ramadhan sudah lewat jam pelajaran bahasa Inggris diundur

menjadi jam 10.45. P masuk ruang guru menemui GBI kemudian bersalaman dengan guru-guru. Waktu menunjukkan jam pelajaran bahasa Inggris dimulai, P dan GBI masuk ke ruang kelas IV. Setelah memberi salam kepada para siswa, GBI memberitahu kepada mereka kalau P akan mengajar di kelas ini untuk sementara waktu. Kemudian GBI mempersilahkan P untuk memperkenalkan diri. P menyapa para siswa dengan sapaan “*Good morning students*” tapi para siswa menjawabnya dengan ragu-ragu. P mengulangnya lagi dan meminta para siswa semangat untuk menjawabnya. Kemudian P menanyakan kondisi mereka dengan mengatakan “*How are you today?*” tapi mereka tidak menjawab malah saling menatap temannya. Mereka tidak begitu tahu bagaimana responnya. Kemudian P memberitahu cara meresponnya dengan mengatakan “*I’m fine, and you?*”. Kemudian P menanyakan apakah ada yang absent hari ini dengan menggunakan bahasa Inggris “*Is there anyone absent today?*” para siswa terlihat bingung karena asing dengan kata-kata itu. Akhirnya P mengulangnya disertai dengan menggunakan bahasa Indonesia. Mereka menjawab ada 2 siswa yang absent hari ini.

Setelah itu P menerangkan bahwa hari ini mereka akan belajar tentang *Greeting and introduction*. Beberapa siswa menanyakan arti dari kata tersebut. Kemudian P meminta para siswa untuk memperhatikan dan menjelaskan apa maksudnya. P memberikan contoh *greeting* dengan menggunakan boneka tangan sebagai patnernya. Dengan adanya boneka tangan, para siswa terlihat begitu antusias mendengarkan dialog P dan boneka tangan. Ada yang mengatakan “*Miss, bonekanya lucu. Buat aku ya Miss...*”. Ada juga yang mengatakan “*bonekanya lucu kayak aku Miss*”. P meminta mereka untuk tenang. Kemudian P berperan sebagai boneka tangan dan menyapa salah satu siswa, berlanjut ke siswa yang lain hingga beberapa siswa. Setelah para siswa mengerti tata cara *greeting*, P melanjutkan dengan memberi contoh *introduction*. P bertindak sebagai model memperkenalkan diri didepan kelas. Selanjutnya P berperan sebagai boneka tangan memperkenalkan diri sebagai ‘Kitty’. Setelah itu P menunjuk salah satu siswa untuk memperkenalkan diri didepan teman-temannya. Setelah beberapa siswa memperkenalkan diri mereka, P memberi tugas mengerjakan *personal information worksheet* dengan berkelompok yang terdiri dari 5 siswa.

Para siswa diminta untuk mengisi *worksheet* tersebut dengan biodata tiap anggota kelompoknya yang terdiri dari nama, umur, tanggal ulang tahun, alamat, dan hobi. Mereka harus saling tanya jawab dengan menggunakan bahasa Inggris, tidak boleh dengan bahasa Indonesia. P memberi contoh cara bertanya dan menjawab untuk melengkapi *worksheet* tersebut. Setelah mereka paham, P meminta para siswa untuk mulai mengerjakannya. Disamping para siswa melengkapi *worksheet*nya, P berjalan-jalan disekitar mereka untuk mengontrol aktifitas mereka. Karena kegiatan ini baru dilakukan pertama kali ada yang merasa kesulitan karena harus menggunakan bahasa Inggris tapi ada juga yang antusias karena kegiatan ini belum pernah dilakukan. Jadinya ada beberapa siswa yang masih menggunakan bahasa Indonesia tapi ada juga yang berusaha keras untuk tetap menggunakan bahasa Inggris, bahkan ada pula yang sudah lancar. (The students were asked to do the worksheet by filling it with every member identity of their groups. It was consist of the name, age, birthday, address, and

hobby. They had to ask each other question by using English. They were not supposed to use *Bahasa Indonesia*. R gave the example of how to ask and respond the question related to the worksheet. They had to make a conversation so that they could complete the worksheet. If they just kept silent and sat on their chair calmly, they would not be able to finish their worksheet. After they understood, R asked them to start doing the activity. While the students did the activity completing the worksheet, R went around the class to control their activity. Because it was the first time for them to do this such activity, there were some students who found it difficulties in doing the activity. However, R found some students who were enthusiast doing this activity because this activity was never done before. So that's way, there were some students who still used *Bahasa Indonesia* in doing the activity, but the others tried hard using English in doing the activity. Even there were some students who used English fluently). Tapi ada juga beberapa siswa yang malah bercanda dengan teman kelompoknya. Karena tidak ada lonceng/bel yang digunakan untuk pergantian jam, P melihat jam menunjukkan waktu sudah habis saatnya istirahat. Yang ada adalah suara adzan pertama semua siswa harus segera ambil wudhu untuk sholat Dhuhur berjama'ah. Karena pelajaran bahasa Inggris sebelum istirahat kedua dan istirahat kedua digunakan untuk sholat Dhuhur berjama'ah, maka setiap ada adzan konsentrasi para siswa menjadi buyar karena mereka harus segera ambil wudhu dan guru harus segera menutup jam pelajaran. P meminta para siswa untuk segera menyelesaikannya dan mengumpulkan hasilnya. Setelah semua selsai P mengkondisikan kelas sebelum istirahat dan mengulang materi yang baru diajarkan. Kebanyakan dari mereka telah tahu bagaimana cara menyapa dan meresponnya dalam bahasa Inggris. P menutup pelajaran dengan salam dan mengucapkan *good bye and see you*. P meminta siswa untuk juga menjawab dengan bahasa Inggris, tapi belum semua siswa ikut menjawab '*See you Miss*'.

#### **Field note 6**

**Hari/ tanggal : Kamis, 19 September 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi "*information gap activities*" pertemuan kedua**

Dihari kedua P masuk kelas tanpa didampingi GBI karena baru ada keperluan sebentar. P masuk menyapa siswa dengan salam dan mengucapkan *good morning*, para siswa sudah semakin mantap menjawabnya tapi ada beberapa siswa yang hanya memperhatikan saja tanpa ikut menjawab. P mengulangnya lagi dan para siswa menjawabnya dengan kompak. Setelah menyapa P menanyakan keadaan mereka dengan mengatakan *how are you today?*, para siswa sudah bisa menjawabnya tapi masih ragu-ragu. Kemudian P mengulangnya, baru para siswa menjawabnya dengan semangat. Ketika P mengatakan *is there anyone absent today?*, mereka masih bingung menjawabnya. Ada yang diam dan ada yang mengatakan dengan bahasa Indonesia kalau semua siswa masuk atau tidak ada yang absent hari ini. "*Nggak ada Miss, berangkat semua*", jawab anak-anak. "*Oh...nobody absent today*" kata P dibarengi dengan gerakan yang mengisyaratkan kata tidak. "*Ngomong apa itu Miss? Nggak ada yang absen gitu*

*maksudnya*”, tanya beberapa siswa. “*Yes, jadi kalau nggak ada yang absent bilangnyanya, nobody absent, gitu...oke!*”, kata P.

P menjelaskan peraturan-peraturan selama mengikuti pelajaran seperti memperhatikan ketika guru menjelaskan materi, tidak boleh ramai, siswa yang aktif di dalam kelas akan mendapat “star” dan kemudian dimasukkan kedalam saving bank yang di akhir pertemuan akan dipilih tiga siswa terbanyak yang mendapatkan bintang akan mendapat hadiah dari P.

Selanjutnya P memberitahukan materi yang akan dipelajari hari ini, yaitu *Fruits and Vegetables*. Ketika P mengeluarkan beberapa gambar *Fruits and Vegetables*, ada yang bertanya-tanya “*itu apa e miss?*”, “*bagus e Miss...*”. P menjawab “*I will tell you, but all of you must keep silent and attention, okay!*”. Ada yang mengatakan “*ngomong apa e Miss, aku nggak paham*”. P mengulangnya lagi dengan memperagakan tangannya tapi ternyata masih ada yang belum paham akhirnya P mengulangnya lagi ditambah dengan bahasa Indonesia. P menjelaskan kalau *keep silent* itu artinya *tolong diam* dan *keep attention* itu artinya *tolong diperhatikan*. Para siswa menganggukkan kepala pertanda bahwa mereka mengerti.

P menunjukkan fruits and vegetables dengan menggunakan gambar dengan mengatakan “*What we call this in English?*”. Beberapa siswa dengan mudah dapat menebak beberapa gambar yang mereka tahu seperti *apple, orange, mangoes*, dll. Banyak dari kata-kata yang ada, mereka tidak tahu bagaimana mengucapkannya, seperti *avocado, pineapple, banana, papaya*. Mereka sangat senang ketika P memberitahu bagaimana harus mengucapkannya, seperti menemukan sesuatu yang baru. Bahkan ada beberapa anak yang mengucapkannya berkali-kali. Ada juga gambar-gambar yang mereka belum tahu bahasa Inggrisnya. P meminta mereka untuk mengulang berkali-kali, dengan mengatakan *listen and repeat after me* agar mereka tahu bagaimana mengucapkannya. Untuk mengecek pemahaman siswa, bahwa mereka telah mengetahui nama-nama fruits and vegetables tersebut, P secara acak menunjuk siswa dan meminta mereka menyebutkan nama buah atau sayuran yang ditunjuk P. “*Difa, what we call this in English?*”, tanya P. “*Wah, apa ya...?*”, tanya Difa ke teman disampingnya. “*Carrots*” sahut Ridwan. Baru setelah itu Difa mengucapkan *carrots*. Setelah Difa kemudian berganti ke beberapa siswa lain. Setelah merasa cukup dengan memperkenalkan nama-nama buah dan sayuran, P kemudian memberikan contoh bagaimana cara menanyakan kesukaan, misalnya kesukaan untuk buah, “*What do you like of fruits?*” “*I like apples.*”, kalau untuk sayuran “*What do you like of vegetables?*” “*I like spinach.*”. P menunjuk ke salah satu buah dan menanyakan ke anak-anak “*What do you like of fruits?*” kemudian mereka menjawab sesuai gambar yang ditunjuk P, “*I like watermelon*”. P mengulangi hal yang sama tapi menunjuk ke salah satu gambar sayuran. Kemudian P menanyakan buah atau sayuran yang disukai ke beberapa siswa secara bergantian. Ada yang menjawab dengan lancar ada juga yang harus dibantu oleh temannya. P juga menunjuk beberapa siswa berpasangan untuk mempraktekkan cara menanyakan dan mengungkapkan kesukaan. Setelah dirasa cukup para siswa memahami cara menanyakan dan mengungkapkan kesukaan, P mengajak para siswa menyanyi lagu ‘*What do you like?*’ untuk refreshing.

Setelah itu P meminta siswa untuk mengerjakan worksheet secara berkelompok. Mereka harus menceritakan apa buah dan sayuran yang disukai tiap anggota kelompoknya. Mereka harus menanyakan dan menjawabnya dengan menggunakan ekspresi bahasa Inggris yang sudah diajarkan tadi. Setelah mereka paham, P membagi kelompoknya dan membagi worksheet dibantu oleh beberapa siswa. Ketika anak-anak mengerjakan tugasnya P mengingatkan kembali, sambil berkeliling kelas, untuk tidak boleh menggunakan bahasa Indonesia karena yang aktif dan semangat menggunakan bahasa Inggris akan mendapatkan 'star'.

Di aktifitas kali ini para siswa lebih cepat menyelesaikan tugasnya karena tugas kali ini lebih mudah dari kemarin. Sebelum waktu habis, banyak dari mereka yang sudah mengumpulkan tugasnya. Setelah mereka semua mengumpulkan hasil survey mereka, P menutup pelajaran dengan menanyakan kembali materi yang baru diajarkan tadi. (In this activity, the students could finish the worksheet fast than before. Before the time was up, most of them had collected their worksheet. After all of them collected their worksheet, R closed the lesson by reviewing the lesson which was taught before). Karena waktu pelajaran sudah habis, P kemudian menutupnya dengan salam perpisahan, "*Good bye and see you students*" dan anak-anak menjawab "*See you Miss*" masih dengan ragu-ragu.

#### **Field note 7**

**Hari/ tanggal : Kamis, 26 September 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi "*information gap activities*" pertemuan ketiga**

Pada pertemuan ketiga, P dan GBI masuk kelas sekitar pukul 10.45 tapi suasana kelas nampak ramai dan kotor. Beberapa siswa perempuan sedang menyapu lantai sedangkan siswa yang laki-laki menata-nata peralatan yang ada di kelas. Ternyata guru mata pelajaran sebelumnya yang kebetulan adalah wali kelasnya meminta mereka untuk menata kelas dan itu berakibat terpotongnya jam pelajaran bahasa Inggris. GBI meminta teman-teman yang lainnya untuk membantu segera menyelesaikan bersih-bersihnya agar pelajaran bisa segera dimulai. Setelah semua selesai P langsung membuka kelas dengan mengucapkan salam dan *Good morning*. Para siswa dengan lancar menjawabnya karena mereka sudah semakin terbiasa dengan kata-kata itu. Begitu juga ketika ditanya *how are you today?* mereka sudah bisa menjawabnya dengan kompak. Namun ketika ditanya *is there anyone absent today?* mereka masih ragu-ragu menjawabnya. Akhirnya P harus mengulangnya lagi kemudian mereka menjawab kalau ada siswa yang tidak masuk, yaitu Ridwan. Sebelum membuka pelajaran, P menanyakan ke siswa apa yang mereka pelajari pada minggu lalu. Kebanyakan dari mereka masih ingat bagaimana cara menanyakan dan mengungkapkan kesukaan yang berhubungan dengan buah dan sayuran. P kemudian menerangkan bahwa hari ini mereka akan belajar meminjam atau memberi barang dalam bahasa Inggris.



Sebelumnya P membagi flashcard kepada seluruh siswa. P menempelkan sebuah kertas besar di papan tulis yang berisi nama-nama barang yang ada disekitar kelas, khususnya yang para siswa bawa, seperti *a pen, a pencil, a book, etc.* Ketika P menanyakan *What we call this in English?* dengan menunjukkan gambar yang ia pegang, siswa bersama-sama menjawab nama barang tersebut dan bagi siswa yang mendapatkan gambar yang sama seperti yang P tunjukkan ia harus maju kedepan dan menempelkan gambar tersebut dibawah nama barang yang sesuai dengan gambar yang ia bawa. Ketika P menanyakan gambar selanjutnya ada yang sudah lancar menjawab tapi ada juga yang diam hanya memperhatikan. Kemudian P menunjuk ke siswa tersebut untuk menjawab pertanyaannya. Ketika menempelkan gambar yang siswa bawa ada yang sudah tau dimana ia harus menempelkan gambar tersebut dan ada juga yang harus dibantu teman-temannya dengan memberi arahan. Setelah semua gambar barang selesai ditempelkan, P mengulang berkali-kali, dengan mengatakan *listen and repeat after me.* Untuk mengecek pemahaman siswa, bahwa mereka telah mengetahui nama-nama barang tersebut, P secara acak menunjuk siswa dan meminta mereka menyebutkan nama barang yang dipegang P dengan menunjuk barang aslinya. Seperti ketika P memegang pen, P bertanya kepada Zulfa "*what we call this in Englis, Zulfa?*" dengan yakin Zulfa menjawab "*a pen*". P mengulang-ulang pertanyaan yang sama dengan jenis barang yang berbeda ke beberapa siswa yang lain. Setelah dirasa mereka sudah memahami nama-nama barang yang ada disekitar kelas, khususnya yang biasa mereka bawa, P mengulang kembali kosakata yang berkaitan dengan benda-benda dikelas yang biasanya anak-anak pinjam. P mengatakan, "*I have got a pen, a book, a pencil, a rubber, etc..*" sambil menunjukkan barang miliknya. P kemudian meminta siswa untuk mempersiapkan lima alat sekolah milik mereka. Satu persatu P menanyakan barang milik siswa, "*What have you got Zaki?*" Zaki hanya menyebutkan nama barang yang dimilikinya, "*Pen, ruler, book, rubber, pencil*". P kemudian membimbing Zaki untuk menjawab dengan lengkap, "*I have got a pen, a ruler, a book, a rubber, and a pencil.*" Zaki dapat mengikuti kata-kata P walaupun dengan terbata-bata. Ketika P menanyakan ke siswa lainpun beberapa masih menyebutkan barangnya saja, P meminta mereka menjawab dengan lengkap. Ada juga siswa yang menjawab dengan lengkap, "*I have got a pen, a book, a pencil case, a pencil, and a ruler*", kata Dede.

Setelah menanyakan barang semua siswa, P kemudian memberikan contoh cara meminjam dan memberi barang dalam bahasa Inggris. P menggunakan boneka sebagai partner dialog. "*Can I have a pen, Kitty?*". "*Sure, here is a pen.*" P menggunakan berbagai macam alat yang biasa siswa pinjam selama dikelas seperti pulpen, buku, penghapus, penggaris, rautan, dll. Setelah memberikan contoh beberapa kali, P mengecek pemahaman siswa, dengan meminta barang dari setiap siswa dan mereka harus meresponnya menggunakan bahasa Inggris. Ada beberapa siswa yang masih terbata-bata menjawab, tapi ada juga yang sudah lancar. "*Can I have a pencil Olif?*". "*Sure, here is the pencil*", jawab Olif dengan lancar. P meminta mereka untuk mengambil barang mereka yang ada di P dengan bahasa Inggris. Mau tak mau mereka harus mempraktekkannya jika mereka ingin barang mereka kembali.

Setelah semua barang diambil oleh masing-masing siswa, P memberikan worksheet yang harus dikerjakan secara berkelompok. Sebelumnya P meminta setiap siswa untuk membawa empat barang yang mereka punya, yang terdiri dari pen, buku, pensil dan penghapus, kemudian meminta mereka untuk membuat grup. Setelah mereka berkumpul dimasing-masing grup, setiap siswa diminta untuk meletakkan barang yang mereka bawa didepan grup kemudian mengambilnya lagi secara acak, tidak boleh mengambil miliknya sendiri, harus milik temannya. Kemudian mereka harus mempraktekkan cara meminta barang yang sudah diajarkan tadi dalam bahasa Inggris agar barang mereka kembali semua. Dan mereka harus mencentang dibawah kolom nama siapa yang membawa barang mereka. Ditengah-tengah mengerjakan worksheet ada beberapa siswa yang masih bingung dan kebanyakan mereka adalah siswa laki-laki yang sebelumnya tadi tidak begitu memperhatikan. P menjelaskan ulang sambil mengontrol siswa yang lain. (After they came together in their group, they were asked to collect their four things in front of their group. Then they had to take it randomly. They were forbidden to take their own things. They had to take their friends' things. After that they had to practice expression related to asking and giving things which was taught before to take their own things back. They had to do it in English. After they asked their things, they had to give a tick on the name that brought their own things. When the students were busy doing the activity, there were some students who were still confused with the activity. Most of them were boys. They did not pay attention on the instruction which was given before. Finally, R explained the instruction again. After that R controlled the activities). Setelah waktu menunjukkan jam pelajaran telah usai, P meminta anak-anak untuk segera mengumpulkan hasilnya kemudian menutup pelajaran dengan mengucapkan salam dan *see you*.

#### **Field note 8**

**Hari/ tanggal : Kamis, 3 Oktober 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi “information gap activities” pertemuan keempat**

P dan GBI masuk ke ruang kelas sekitar pukul 10.55 karena menunggu guru sebelumnya mengakhiri kelasnya. P kemudian memberi salam, menanyakan kabar mereka dan menanyakan yang tidak berangkat hari ini. Sayangnya ada satu siswa yang tidak berangkat hari ini, yaitu Jembar Tahta Aunilla yang tidak diketahui alasannya. P membuka pelajaran dengan menanyakan ke siswa apa yang mereka pelajari pada minggu lalu. Kebanyakan dari mereka masih ingat bagaimana cara meminjam atau memberi barang, walaupun ada juga yang ditanya sedikit lupa. P menerangkan bahwa hari ini akan membahas tentang ruangan/tempat yang terdapat disekolah. Mereka akan belajar tentang cara menyampaikan informasi tentang letak ruangan/tempat yang ada disekitar sekolah.

P menunjukkan gambar tempat/ruangan yang ada disekolah dengan menggunakan gambar. Beberapa siswa dengan mudah dapat menebak beberapa ruangan yang mereka tahu seperti *toilet*, *canteen*, *classroom*, dan *library*. Tapi ada beberapa kata yang mereka belum tahu cara mengucapkannya, seperti *a mosque*, *a*

*library, a kitchen, parking lots, and a healthy room.* Ada juga gambar-gambar yang mereka belum tahu bahasa Inggrisnya. P memasang gambar besar sebuah peta sekolah dipapan tulis dan meminta mereka untuk mengulang berkali-kali, dengan mengatakan *listen and repeat after me* agar mereka tahu nama tempat dan cara pengucapannya.

Setelah merasa cukup dengan memperkenalkan nama-nama tempat di sekolah, P kemudian memberikan contoh cara menyebutkan lokasi/letak tempat-tempat tersebut dengan menggunakan boneka tangan sebagai patrnernya. Misalnya "*Where is the toilet Kitty?*", tanya P ke Kitty, "*It is beside the library, the toilet is beside the library*", jawab P dengan suara Kitty. P menanyakan ke Kitty letak/lokasi berbagai tempat yang ada di peta yang dipajang dipapan tulis. P juga memperkenalkan beberapa preposition yang digunakan untuk menyebutkan letak suatu tempat seperti *beside, between, behind, in front of, across, dan next to*. P juga mengajak siswa secara klasikal untuk menyebutkan letak ruangan/tempat sesuai dengan gambar yang dtunjuk P, "*Where is the canteen?*". Anak-anak membutuhkan waktu agak lama untuk menyebutkan, "*The canteen is beside the mosque*" dan juga beberapa tempat lain yang ditunjuk P. (After explaining the name of places around the school, R gave the example of the way of asking and giving information about location of places around the school. R used a hand puppet as her partner. The example was "*Where is the toilet, Kitty?*", ask R, "*It is beside the library, the toilet is beside the library*", answer Kitty with R' voice. Then R also asked the location of some other places which were on a school map which was stuck on the board. R also explained some preposition which used to mention the location of places around the school, like *beside, between, behind, in front of, across, and next to*. R also asked the students to mention the location of some places around the school according to the place which R pointed, e.g. "*Where is the canteen?*". The students needed a long time to answer "*The canteen is beside the mosque*". They did the same on answering the location of some places which R pointed).

Setelah memberikan contoh dan menyebutkan letak beberapa tempat yang ada di papan tulis, P meminta siswa untuk membentuk grup. Kebetulan saat itu ada empat grup. Kemudian P mempersiapkan dadu yang cukup besar, dipermukaannya tertulis kata preposisi; *beside, next to, across, behind, between, dan in front of*. Dadu ini digunakan sebagai media untuk menyebutkan letak ruangan yang ada dipeta dengan menggunakan preposisi yang muncul ketika dadu dilempar. Mereka harus berebutan angkat tangan untuk bisa mengambil kesempatan menyebutkan lokasi tempat tertentu. Mereka terlihat sangat antusias mengikuti permainan ini.

Setelah permainan berlangsung beberapa putaran P mengakhiri permainan dan melanjutkan dengan memberikan tugas kepada para siswa. Kali ini mereka harus mengerjakannya secara berpasangan. P menyediakan worksheet yang berbeda untuk setiap pasangan, sebut saja siswa A dan siswa B. Mereka menerima worksheet yang berisikan sebuah peta yang sama tapi beda lokasi yang kosong. Setelah semua mendapatkan worksheet peta sekolah, P menjelaskan cara pengerjaannya. Mereka harus melengkapi tempat/ruangan yang kosong dengan menanyakan ke pasangannya dengan mengatakan, "*Where is the canteen?*", kata

siswa A misalnya, maka pasangannya, siswa B yang sudah pasti tahu dimana letaknya, menjawab dengan melihat lokasi ruang kantin dipeta, “*The canteen is beside the kitchen*”, jawab siswa B. Begitu juga sebaliknya siswa B bergantian tanya ke siswa A yang sudah pasti tahu jawaban dari pertanyaan siswa B. Mereka harus saling bertanya mencari informasi untuk mengisi lokasi yang kosong dengan mengisi nama tempat yang sesuai. Mereka tidak diperbolehkan melihat peta milik pasangannya, hanya boleh bertanya saja secara bergantian. Beberapa siswa telah mempraktekkan dengan benar, tapi ada juga beberapa siswa yang masih bingung dalam menyampaikan lokasi tempat yang ditanyakan pasangannya, sehingga mereka memutuskan untuk menjawabnya dalam bahasa Indonesia. P yang mengetahui hal tersebut langsung menghampiri dan membimbingnya untuk menggunakan bahasa Inggris, “*Zaki kok njawabnya pake bahasa Indonesia?*”. “*Nggak bisa e Miss*”, jawabnya. “*Coba tadi Abi tanya apa? Diulang Bi!*” kata P. “*Where is the kitchen?*” tanya Abi. “*Kamu liat dipeta dapur ada dimana?*”. “*Dekat kantin Miss*”. “*Trus bilangny gimana? The toilet is... Disamping apa?*” pancing P. “*Opo mau, beside*”. “*Jadi terusannya gimana?*”. “*The kitchen is beside the canteen*”.

Semua siswa akhirnya dapat melengkapi peta sekolah, walaupun ada yang menanyakan infonya menggunakan bahasa Indonesia, ada juga yang sengaja menyontek langsung dari teman pasangannya. P telah memperingatkan siswa tersebut, tapi tetap saja ada yang curang dalam mengerjakan tugas. Karena jam pelajaran sebentar lagi selesai, P meminta para siswa untuk mengumpulkan tugasnya. Kemudian P memanggil beberapa nama siswa untuk dikasih bintang. P menjelaskan ke seluruh siswa kenapa mereka mendapat bintang. P mengatakan sesuai dengan janji P siswa yang aktif tetap menggunakan bahasa Inggris akan dikasih bintang yang nanti akan diberi hadiah tiga siswa yang memperoleh bintang terbanyak di akhir pertemuan. Siswa yang mendapat bintang tersenyum merasa senang sedangkan yang lain hanya pasrah tanda menyesal. Kemudian P menutup pelajaran dengan mereview pelajaran tadi dilanjutkan dengan salam dan mengucapkan ‘Good bye and see you’. Sebagian besar anak-anak dapat menjawab dengan ‘*See you Miss*’.

### **Field note 9**

**Hari/ tanggal : Kamis, 24 Oktober 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi “*information gap activities*” pertemuan kelima**

Di pertemuan ke lima P masuk kelas sekitar pukul 10.50. P memberi salam, *good morning*, mereka menjawab dengan sangat semangat. Ketika P menanyakan kabar mereka dengan mengucapkan *how are you today*, mereka juga menjawab *I'm fine, and you* dengan semangat. Kata-kata itu sudah semakin familiar bagi mereka. Tapi ketika P menanyakan apa ada yang tidak berangkat hari ini, mereka menjawab tapi masih dengan nada ragu-ragu. Ternyata ada satu siswa yang tidak berangkat hari ini. Setelah memberi salam P menerangkan bahwa hari ini mereka akan belajar tentang *hobbies*.

P mengeluarkan beberapa gambar hobi seseorang, ada yang menari, menyanyi, memasak, bersepeda, dll. P menunjukan gambar macam-macam hobi. P menanyakan gambar apa yang ia bawa, beberapa siswa dengan mudah dapat menebak beberapa gambar yang mereka tahu seperti *reading*, *singing*, dan *playing football*. Ada beberapa kata yang mereka tidak bisa cara mengucapkannya, seperti *listening the music*, *playing football*, *dancing*, *riding bicycle*, dan *drawing*. P meminta mereka untuk mendengarkan ucapan P kemudian menirukannya. Mereka sangat senang bisa mengetahui vocab baru dan cara pengucapannya, seolah-olah mereka menemukan sesuatu yang baru. Ada juga gambar-gambar yang mereka belum tahu bahasa Inggrisnya. P memasang kertas besar dipapan tulis yang bertuliskan macam-macam hobi. Ketika P mengatakan "*what is she doing?*" para siswa yang bisa menjawab dengan benar sesuai gambar yang P pegang bisa menempelkan gambar tersebut dibawah nama gambar tersebut yang ada di kertas besar yang ditempel dipapan tulis. Para siswa berebutan menjawab pertanyaan P karena mereka ingin menempel gambar yang dipegang P ke kertas besar yang ditempel dipapan tulis. Sampai-sampai mereka pada maju kedepan agar segera langsung ditunjuk P untuk memasang gambar tersebut. "*Saya bisa, saya bisa Miss.....*", kata mereka. P meminta mereka untuk kembali ke tempat duduk masing-masing dan menunjuk siswa yang tidak membuat kegaduhan. Setelah gambar tertempel semua P mengulangi bertanya ke anak-anak mengenai gambar tersebut. Setelah dirasa anak-anak sudah memahami macam-macam hobi, P memberikan contoh menanyakan hobi seseorang dengan menggunakan boneka tangan sebagai patnernya. "*What do you like to do, Kitty?*", tanya P. "*I like reading a book*", jawab Kitty (jawab P dengan suara Kitty). Kemudian P berperan sebagai Kitty menanyai beberapa siswa tentang hobi mereka. Ada yang menjawab *swimming* atau *reading* saja. P memintanya untuk menjawab secara lengkap, seperti "*I like swimming*". P juga meminta 2 siswa untuk mempraktekkan dialog untuk menanyakan hobi ke temannya. Setelah ada beberapa pasang siswa yang mempraktekkannya dan dirasa mereka sudah cukup paham, para siswa diberi tugas untuk melengkapi worksheet.

Worksheet ini dilakukan secara berpasangan, sebut saja siswa A dan siswa B. Mereka diberi worksheet yang berbeda kolom kosongnya yang berisi tentang hobi seseorang. Misalnya siswa A disuruh mencari tahu apa hobi Raihan, dia harus bertanya kepada siswa B karena sudah pasti siswa B tahu jawabannya. Begitu pula sebaliknya, ketika siswa B bertanya tentang hobi Aqila, misalnya, siswa A juga tahu jawabannya. Jadi mereka harus saling bertukar informasi untuk melengkapi worksheet tersebut. Di kegiatan kali ini para siswa begitu cepat menyelesaikan tugasnya, karena caranya yang tidak begitu rumit dan mereka sudah paham cara menanyakannya. (This worksheet was done in pairs. There were student A and student B. They were given a worksheet which was different blank column. It was about someone hobby. For example student A was asked to find out what Raihan hobby, he/she had to ask to student B because student B knew the answer certainly. It was also for student B. When student B asked about Aqila' hobby, for example, student A of course knew the answer. The point was that they had to ask each other question to complete their worksheet. In this activity, the

students could finish their worksheet fast then before. It was because the way to do it was not difficult. They also had understood the way how to do it).

Sebelum waktu pelajaran habis para siswa sudah banyak yang mengumpulkan hasil tugasnya. Setelah semua tugas terkumpul barulah terdengar suara adzan, tanda bahwa para siswa harus segera ambil wudhu untuk jama'ah sholat dhuhur. Sebelum menutup pelajaran P mengulang sebentar materi yang diajarkan tadi. Kebanyakan siswa sudah sangat paham mengenai materi kali ini. Kemudian P menutup pelajaran dengan salam dan mengucapkan *good bye, students and see you*. Para siswa dengan serentak menjawab *see you Miss*.

### Field note 10

**Hari/ tanggal : Kamis, 31 Oktober 2013**

**Ruang : Ruang kelas IV**

**Hal : Implementasi “*information gap activities*” pertemuan keenam**

Dipertemuan kali ini P masuk kelas tanpa didampingi GBI karena baru ada keperluan sebentar. P masuk menyapa siswa dengan salam dan mengucapkan *good morning*, para siswa sudah semakin mantap menjawabnya. Setelah menyapa P menanyakan kabar mereka dengan mengucapkan *how's life*, mereka bingung harus menjawab gimana. Kemudian P menjelaskan kalau *how's life* itu sam artinya dengan *how are you today*. Barulah mereka menjawab *I'm fine, and you* dengan semangat. Ketika P mengatakan *is there anyone absent today?*, mereka menjawab “*Nggak ada Miss, berangkat semua*”, jawab anak-anak. Ada beberapa siswa yang menjawab “*Nobody absen today, Miss*”. Setelah itu P memberitahukan bahwa hari ini mereka akan belajar tentang *family*.

P menunjukkan sebuah gambar besar a family tree. Di gambar tersebut adalah keluarga Najwa sebagai contohnya. P menjelaskan siapa saja yang ada di family tree tersebut. Disetiap gambar ada nama dan status hubungannya. P menjelaskan hubungan antar keluarga tersebut yang berkaitan dengan Najwa, seperti *grandmother, grandfather, mother, father, sister, brother, uncle, aunt*, dan *cousin*. P mengucapkannya kemudian meminta para siswa untuk menirukannya. Ada beberapa kata yang susah mereka ucapkan, seperti *grandmother, grandfather, cousin, uncle*, dan *aunt*. P mengulangi kata-kata tersebut dan meminta mereka untuk mendengarkan dan menirukannya.

Setelah P menjelaskan hubungan keluarga yang ada di gambar keluarga Najwa, kemudian memberikan contoh cara menanyakan hubungan status keluarga, seperti “*Who is Raihan?*”, “*He is Najwa's brother*”. P langsung mempraktekkannya dengan boneka tangan sebagai patnernya, “*Who is Akbar, Kitty?*”, “*He is Najwa's cousin*”, jawab Kitty. Kemudian P bertanya ke sala satu siswa, “*Who is Naila, Zulfa?*”, “*She is Najwa's cousin*”, jawab Zulfa. P mengulang pertanyaan yang sama dengan status hubungan keluarga yang berbeda ke beberapa siswa yang lain. Setelah itu, P menghapus status hubungan keluarga dengan menyisakan namanya saja. Kemudian P menanyakan ke beberapa siswa dengan mengucapkan “*Who is Aqila?*” salah satu siswa menjawab “*She is Najwa' sister*”. P menanyakan beberapa pertanyaan berulang-ulang sampai mereka paham.

Kemudian P memberikan worksheet yang berisi tentang a family tree, phon keluarga Aqila. Kegiatan ini harus dilakukan dengan berpasangan. Ada siswa A dan siswa B. Setiap pasangan diberikan gambar family tree yang sama tapi berbeda bagan kosongnya. Mereka disuruh mencari hubungan status keluarga nama-nama yang dijadikan pertanyaan dengan Aqila. Misalnya A mencaritahu Rina itu siapa Aqila. B harus menjawab dengan melihat gambar yang dia punya. Kemudian A menulis nama Rina dibawah gambar sesuai letak dimana hubungan status itu berada. Begitu juga sebaliknya ketika B bertanya, A harus menginformasikan hubungan statusnya. Mereka harus saling bertanya untuk melengkapi bagan yang kosong sampe selesai.

Di kegiatan kali ini para siswa semangat mengerjakannya dan begitu cepat menyelesaikannya. Semua siswa aktif mengikuti kegiatan ini dan mereka sibuk dengan pasangan masing. Sebelum waktu habis mereka sudah bisa melengkapi family tree tersebut. (Then R gave a worksheet about a family tree. It was Aqila family. This activity was done in pairs. There were student A and student B. Every pair got the same family tree but different blank column. They were asked to find the relationship of the names that related to Aqila. For example A had to find who Najwa is for Aqila. Student B had the answer of student A' question by looking at the picture he/she had. Then student A wrote the name of Najwa under the picture which was suitable with the relationship. It was the same with student B turn. When student B asked to student A, student A of course could answer it by giving the information about the suitable relationship. They had to ask each other to complete their worksheet. In this activity, the students were enthusiasm in doing the activity and could finish the worksheet fast. Most of student got involved in this activity and they were busy with their pairs. Before the time was up, they had finished complete the worksheet). Setelah mereka mengumpulkan tugas mereka, waktu sudah menunjukkan waktunya istirahat. P menutup pelajaran dengan mengulang sebentar materi yang barusan diajarkan kemudian mengucapkan salam perpisahan "see you, students" dengan dijawab "see you, miss" oleh para siswa dengan semangat.

# Appendix B:

# Interview Transcripts



## INTERVIEW TRANSCRIPTS

### Interview Transcript 1 (Meminta Izin Penelitian pada Kepala Sekolah)

**Hari, Tanggal** : **Senin, 15 Juli 2013**  
**R** : **Researcher**  
**KS** : **Kepala Sekolah**  
**Tempat** : **Ruang Kepala Sekolah**

- R : Assalamu'alaikum, Pak...
- KS : Wa'alaikum salam. Mari, Mbak...
- R : Nggih, Pak matur nuwun. Begini, Pak, saya mau ijin penelitian di sini.
- KS : Oh iya mbak, nggak papa. Disini guru bahasa Inggrisnya juga baru dan kemampuan anak-anak perlu ditingkatkan bahasa Inggrisnya. Malahan bisa membantu nanti njenengan.
- R : Matur nuwun, Pak. Kalau boleh tau Bahasa Inggris di SD ini dari kelas berapa sampe kelas berapa ya pak?
- KS : Dari kelas 4 sampe 6. Posisinya sebagai mulok, Mbak. Untuk kelas 1 sampae 3 ya buat perkenalan aja mbak. Nggak banyak materi.
- R : Kalau tenaga pendidikanya juga lulusan Bahasa Inggris, Pak?
- KS : Beda-beda e mbak. Untuk kelas IV yang mau mbak teliti guru bahasa Inggrisnya bukan lulusan bahasa Inggris tapi dia bisa bahasa Inggris kok mbak.
- R : Menurut Bapak bagaimana pencapaian pembelajaran Bahasa Inggris di sini?
- KS : Ya, biasalah, Mbak, yang penting masih bisa di atas rata-rata udah lumayan lah, Mbak.
- R : Kalau untuk fasilitas dan media yang menunjang pembelajaran Bahasa Inggris di sini yang dipakai apa, Pak?
- KS : Ya paling LKS mbak. Baru itu mbak yang bisa diusahakan. Kalau media...hmmm...nanti njenengan tanya ke gurunya saja ya.
- R : Ya, Pak. Kalau latar belakang ekonomi siswa di sini bagaimana, Pak?
- KS : Ya ada yang menengah kebawah, ada juga menengah ke atas tapi nggak banyak mbak.
- R : O gitu, Pak? Matur suwun sudah diparingi ijin ambil data di sini. Nanti saya konfirmasi ke guru bahasa Inggrisnya. Nggih pun pak, terima kasih atas waktunya. Maaf telah mengganggu kesibukan Bapak. Terima kasih. Saya pamit dulu.
- KS : Oh... nggih-nggih mbak, nggak papa.

### Interview Transcript 2 (Wawancara dengan Guru Bahasa Inggris)

**Hari/Tanggal** : **Rabu, 17 Juli 2013**  
**R** : **Researcher**  
**ET** : **English Teacher**  
**Tempat** : **Ruang Guru**

- R : Maaf, Pak, bisa minta waktunya sebentar, mau wawancara.
- ET : Oh ya Mbak. Silahkan saja. Gimana, jadi penelitian di sini? Kata pak Kepala Sekolah mbak mau mengadakan penelitian disini.
- R : Insyaallah jadi. Ini mau tanya-tanya tentang pembelajaran Bahasa Inggris di sini. Ngganggu ndak, Pak?
- ET : Nggak, Mbak. Pokoke dipenakke wae nanti di sini, saya malah matur nuwun nanti dibantu ngajar.
- R : iya Pak. Begini Pak, mau tanya bagaimana menurut bapak kemampuan bahasa Inggris anak-anak kelas IV?
- ET: Kemampuannya ya masih sangat terbatas. Soalnya bahasa Inggris itu bahasa asing itu lho mb, jd agak susah.
- R : Terus kalau dalam kelas mereka seperti apa Pak? Apa mereka aktif ketika disuruh maju atau performance gitu pak?
- ET: Kalau dalam kelas ya ada yang aktif da yang nggak.
- R : Terus aktivitas apa yang bapak kembangkan ketika speaking pak?
- ET: Wah disini ngajarnya pakai LKS aja mbak, ya pokoknya ngajarnya ya sesuai yang ada di LKS. Kalau bagian speaking ya mereka tak suruh baca trus praktek sama temannya.
- R : Kalau bapak ngajar biasanya siswa disuruh untuk mengerjakan in group, in pair, atau individu Pak?
- ET: Nggak pernah pakai yang gitu-gituan mbak. Mereka mau memperhatikan aja dah alhmdulillah mbak.
- R : Kira-kira dengan teknik seperti itu murid lebih tertarik nggak Pak?
- ET: Ya tergantung motivasinya. Kalau kita memberi motivasi pada anak pasti mereka jadi bersemangat untuk belajar.
- R : Ada tidak masalah-masalah yang bapak temukan selama mengajar speaking?
- ET: Banyak mbak. Mereka pada ramai sendiri kalau diberi penjelasan. Kalau diingatkan juga nanti kembali ramai lagi.
- R : Kalau mengenai media selama ini apa saja yang sering bapak gunakan?
- ET: Nggak pernah pakai apa-apa mbak, ya cm LKS itu aja.
- R : Kalau pake gambar atau yang lainnya berarti nggak pernah pak?
- ET: Nggak pernah mb, nggak ada waktu e mbak untuk nyiapin.
- R : Kalo Kepala Sekolah apakah mendukung pembelajaran bahasa Inggris selama ini?
- ET: Kalo bapak kepala sekolah sih mendukung, tapi secara umum tidak per bidang studi.
- R : Oya kalo begitu sudah cukup Pak, nanti setelah saya observasi saya interview bapak lagi. Terima kasih, Pak.
- ET: Iya mb, sama-sama.

### **Interview Transcript 3 (Wawancara dengan siswa seusai observasi)**

**Hari/Tanggal : Kamis, 18 Juli 2013**

**R : Researcher**

**S : Student**

**Tempat : Ruang Kelas IVB**

- R: Hai, namanya siapa dek?
- S: Vivia
- R: Selama ini pendapat adik tentang Bahasa Inggris gimana?
- S: Ya, asyik dan nggak asyik.
- R: Kog gitu. Maksudnya gimana tuh.
- S: Kadang menyenangkan kadang nggak.
- R: Trus kalo dengan Pak Koko bagaimana?
- S: Sering nulis. Kalau suruh nulis trus nggak suka, kan capek kalau nulis trus.
- R: Sukanya yang gimana?
- S: Ya yang banyak permainan atau kuis gitulah. Pokoknya jangan nulis trus.
- R: O gitu. Sering pake bahasa Indonesia atau bahasa Inggris bapaknya?
- S: Heh?
- R: Bapaknya kalo menjelaskan suka pake bahasa Inggris atau Indonesia?
- S: Bahasa Indonesia
- R: Aktivitas yang digunakan bapaknya apa?
- S: Ya jelasin trus disuruh nulis.
- R: Lha kalo speaking inget nggak? misalnya introducing gitu?
- S: Enggak
- R: Belum pernah po?
- S: Belum. Eh dulu pernah tapi kelas berapa gitu, lupa...
- R: Selama ini belajar bahasa Inggris dimana aja selain di sekolah?
- S: Ya cuma di sekolah, sama ikut les sekolah
- R: Sebenarnya seneng nggak sih kalo disuruh maju-maju gitu? Misalnya disuruh performance?
- S: Enggak
- R: Kenapa?
- S: Enggak bisa
- R: Kan biar aktif
- S: Lha gurunya gitu
- R: Gitu gimana?
- S: Ya gitu pokoknya.
- R: Trus bapaknya pernah pake media belum selama mengajar?
- S: Belum
- R: Trus selama ini diajarin apa?
- S: Ya yang ada di LKS
- R: Mungkin ada yang diinginkan kalo ngajar itu gimana? Pengajarannya gitu? Sarannya?
- S: Buat Pak Koko?
- R: Ya buat guru-guru
- S: Ya kalau ngajar jangan nulis trus. Kalo jelasin juga yang sejelas-jelasnya, suaranya yang keras.
- R: Terus tentang aktivitasnya kayak apa yang diinginkan?
- S: Khusus bahasa Inggris atau yang lain?
- R: Ya, bahasa Inggris
- S: Ya apa ya?
- R: Diskusi atau gimana...

S: Enakan kuis banyak-banyak poin.  
 R: Terus speaking gimana, biar bisa bicara?  
 S: Speakingnya kata-katanya aja  
 R: Suka enggak kalo diskusi gitu, 2 orang terus praktek.  
 S: Ya suka, lumayan..  
 R: Makasih ya  
 S: Ya..

#### **Interview Transcript 4 (Wawancara dengan siswa sesuai observasi)**

**Hari/Tanggal : Kamis, 18 Juli 2013**

**R : Researcher**

**S : Student**

**Tempat : Ruang Kelas IVB**

R: Namanya siapa dek?  
 S: Adit  
 R: Suka enggak sama bahasa Inggris?  
 S: Suka sekali  
 R: Kenapa?  
 S: Ya suka aja pokoknya.  
 R: Terus tanggapannya gimana tentang pengajaran bahasa Inggris  
 S: Kadang enak kadang nggak enak.  
 R: nggak enaknya gimana?  
 S: Ya gimana ya, bosan e.  
 R: Bosannya knp?  
 S: Ngajarinnya gitu-gitu trus, kurang menarik.  
 R: O gitu  
 S: Iya  
 R: Terus aktivitasnya biasanya seperti apa untuk speaking? untuk speaking dek, biasanya suruh ngapain?  
 S: Speaking itu apa mbak?  
 R: Speaking itu ya percakapan pakai bahasa Inggris.  
 S: Belum  
 R: Belum pernah?  
 S: Belum mbak.  
 R: Trus biasanya ngapain?  
 S: Biasanya ya bapaknya jelasin pelajaran, ngartiin trus disuruh nulis.  
 R: Terus sarannya gimana buat guru. Pengennya kamu seperti apa kalo guru ngajar bahasa Inggris itu?  
 S: Gimana ya mbak?  
 R: Gimana? Yang aktif, suka enggak kalo aktif, disuruh maju-maju?  
 S: Hooh yang aktif, banyak kegiatan yang nggak membosankan  
 R: Berarti menurutmu selama ini membosankan?  
 S: Iya  
 R: Terus suka diskusi apa sendiri?  
 S: Biasanya aku sukanya malah yang sendiri

R: Malah sendiri? Kenapa kok enggak yang in pair atau berdua gitu?  
 S: Kalo berdua itu masih suka, kalo berapa orang lebih dari dua itu kayaknya malah enggak konsentrasi, terpecah belah  
 R: Kalo untuk speaking gimana?  
 S: Maksudnya?  
 R: Misalnya membuat dialog atau mewancarai teman, kan lebih dari 1 lebih dari 2 orang kan. Suka enggak?  
 S: Suka  
 R: Berarti kamu lebih suka yang lebih aktif kan?  
 S: Iya  
 R: Berarti selama ini bapaknya belum pernah menggunakan media?  
 S: Belum.  
 R: Enggak ada buku sumber?  
 S: Enggak, cuma pakai LKS aja  
 R: Pake gambar juga belum pernah?  
 S: Belum  
 R: Ya sudah, makasih ya dek  
 S: iya mbak.

**Interview Transcript 5 (Wawancara dengan Guru Bahasa Inggris sesuai observasi)**

**Hari, Tanggal** : Kamis, 18 Juli 2013  
**R** : Researcher  
**ET** : English Teacher  
**Tempat** : Ruang Guru

R : Siang Pak, tadi kan saya sudah melihat kondisi kelas, dan saya mau concern ke speaking mereka saja. Rencana saya, saya mau pake information gap activity. Bagaimana tanggapan bapak?  
 ET: ya information gap itu bagus karena membuat siswa lebih aktif dengan gap-gap itu.  
 R : Apa bapak pernah menggunakan information gap activity untuk speaking skill?  
 ET: Belum pernah mbak.  
 R : Ada saran tidak Pak untuk info gap activity yang besok mau saya terapkan?  
 ET: Saya manut mbaknya saja, yang penting materi tetap sama dengan yang ada di LKS ya mbak.  
 R : Oya, emmm, selama ini bapak cuma pakai LKS ya?  
 ET: iya mbak. Dapat dari sekolah cuma LKS.  
 R : Oh gitu, kalo begitu besok saya fotocopy LKSnya dan nanti mungkin saya tambah dengan materi atau media yang sesuai ya pak.  
 ET: Iya mbak, nggak papa.

**Interview Transcript 6 (Wawancara dengan Guru Bahasa Inggris sesuai observasi ke 2 sekaligus perencanaan)**

**Hari, Tanggal** : Sabtu, 27 Juli 2013

**R** : Researcher

**ET** : English Teacher

**Tempat** : Ruang Guru

E : Gimana mbak?

R : Ada yang mau saya tanyakan. Mengenai course grid sama RPP nanti saya yang buat nggak papa nggak?

E : Oh nggak papa mbak, saya ngikut aja yang penting materinya nggak jauh berbeda sama yang di LKS.

R : Kalau temanya beda dengan yang di LKS gimana?

E : Wah takutnya nanti kalau pas tes kesusahan mbak, nanti harus ngajar dari awal lagi.

R : Oh ya dah kalau gitu. Materi yang saya pakai nanti sesuai dengan yang di LKS aja.

E : Iya mbak. Materinya sama, mungkin tinggal dikembangkan ja.

R : Nggih.... RPPnya skalian nanti pas sebelum ngajar nggih saya ngasihnya.

E : Iya, nggak papa mbak. Santai aja.

**Interview Transcript 7 (Wawancara dengan siswa sesuai penelitian pertemuan pertama)**

**Hari, Tanggal** : Kamis, 12 September 2013

**R** : Researcher

**S** : Zulfa, Olif, Vivian, Iva

**Tempat** : Ruang Kelas IVB

R : Hai, hai, Miss mau ngobrol bentar bisa ya?

S1 : Iya, boleh, Miss.

R : Gimana tadi pelajaran yang udah Miss kasih hari ini?

S1 : Seneng, Miss. Kayak wawancara-wawancara gitu.

S2 : iya miss. Biasanya nggak pernah disuruh ngerjain berkelompok gitu e.

R : Trus paham nggak kira-kira hari ini tadi belajar tentang apa?

S3 : itu Miss perkenalan, sama kalau nanya apa itu namanya, identitas orang.

R : Yups, berarti udah tahu kan cara menanyakannya gimana?

S4 : Ya lumayan miss. Cuma kadang ndadak mikir dulu kalau mau ngomong pakai bahasa Inggris.

S2 : iya miss, kalau mau ngomong tinggal sama kelas kadang lupa e miss.

R : nggak papa, nanti juga terbiasa. Tapi tadi bisa ngerjain nggak?

S1 : Bisa dong Miss, kan tadi kita selesai duluan.

R : oke,sip. Tapi suka kan sama pelajaran hari ini?

S3 : suka dong miss, kan nggak bosen kayak biasanya,duduk trus dengerin penjelasan guru. Ada bonekanya juga, lucu Miss. Pngen jadinya.

R : Kan bonekanya buat praktek, ya g boleh diminta.

Oke dech, kalau gitu udah dulu ya. Makasih ya...  
 S4 : sama-sama miss....

**Interview Transcript 8 (Wawancara dengan siswa sesuai penelitian pertemuan pertama)**

**Hari, Tanggal** : Kamis, 12 September 2013  
**R** : Researcher  
**S** : Deva, Adit, Rauzan  
**Tempat** : Ruang Kelas IVB

R : Hai, lagi pada ngapain. Miss ikutan ngobrol bentar ya.  
 S1 : Oh, iya, Miss.  
 R : Pelajaran hari ini menyenangkan nggak?  
 S2 : Aku suka miss, jadi kayak turis harus ngomong pakai bahasa Inggris.  
 S3 : iya miss, aku juga suka kalau disuruh ngomong-ngomong bahasa Inggris.  
 R : Trus ada peningkatan nggak speaking kalian?  
 S2 : Ada miss, sedikit-sedikit.  
 R : Trus kalau pakai boneka tadi suka nggak?  
 S2 : Suka Miss, lucu. Dapet darimana e Miss....  
 R : Ya beli dong. Berarti pakai boneka lebih menarik dan lebih paham, begitu?  
 S2 : Iya Miss.  
 R : Oke dech, berarti pertemuan selanjutnya nanti kalau ada kegiatan kayak gini lagi harus lebih semangat dan aktif.  
 S1,2,3 : Siap miss....

**Interview Transcript 9 (Wawancara dengan Guru Bahasa Inggris sesuai penelitian pertemuan pertama)**

**Hari, Tanggal** : Kamis, 12 September 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

R: Bagaimana menurut Anda tentang action yang saya lakukan tadi? (What do you think about the action I had done today?)  
 E: Menurut saya action yang Anda tadi lakukan sudah cukup efektif tetapi hanya beberapa siswa saja yang aktif dan yang lainnya itu kebanyakan rame. (I think it was effective enough but there were only some students who was active and the rests mostly made noises).  
 R: Terus menurut Anda aktivitas yang saya berikan tadi sesuai tidak? (Then, what do you think, was the action suitable for the students?)

E: *Sudah sesuai, karena aktivitas yang diberikan itu membuat siswa berinteraksi dengan baik, mereka bisa bekerja sama dengan teman yang lain. (It's suitable because the activity you had given to the students made them interact to each other well).*

R : Trus mengenai media yang saya gunakan gimana?

E : Bagus mbak, pakai boneka juga anak-anak jadi lebih tertarik. Mungkin besok medianya lebih ditingkatkan lagi biar anak-anak lebih antusias.

R : Oke trimakasih atas masukannya.

E : Sama-sama mbak.

#### **Interview Transcript 10 (Wawancara dengan siswa sesuai penelitian pertemuan kedua)**

**Hari, Tanggal : Kamis, 19 September 2013**

**R : Researcher**

**S : Dede, Zahra, Dona, Dina**

**Tempat : Ruang Kelas IVB**

R : Hai, lagi pada ngapain. Boleh Miss tanya-tanya sebentar?

S : Boleh Miss.

R : Menurut kalian tadi pelajaran bahasa Inggrisnya gimana?

S1 : Asyik miss.

S2 : Iya Miss nyenengin.

R : Sukanya kenapa?

S1 : Ada gambar-gambarnya itu lho Miss. Sebelumnya kan nggak pernah pake gambar-gambar kayak tadi.

R : Trus kosakatanya hafal nggak tadi?

S3 : Kebanyakan hafal Miss. Tapi lebih mudah pahame pakai gambar daripada nggak.

R : Ya besok-besok Miss pakai gambar lagi.

S2 : horeee...

R : Trus masih ingat nggak tadi aktifitasnya disuruh ngapain?

S4 : Inget Miss. Suruh nyari buah dan sayuran yang disukai temen.

R : Cara menanyakannya gimana tadi?

S2 : Emmm gini miss.....What do you like of fruits?

R : Coba Zahra jawab.

S1 : I like.....Mangoes.

R : Good.....coba sekarang giliran Dona yang tanya ke Dina yang untuk sayuran.

S3 : Aku Miss....hmmmm gimana ya...

R : Ayo gimana tadi...

S3 : Gini Miss... What do you like of vegetables?

R : Ayo Dina yang jawab.

S4 : I like.....potatoes.

R : Oke, good. Kalau begitu udah dulu ya, besok diwawancarai lagi.

S : Oke Miss.

R : Makasih ya.

S : Iya Miss, sama-sama.



**Interview Transcript 11 (Wawancara dengan siswa sesuai penelitian pertemuan kedua)**

**Hari, Tanggal : Kamis, 19 September 2013**

**R : Researcher**

**S : Difa, Zaki, Irfan, Ridwan**

**Tempat : Halaman sebelah Kelas IVB**

R : Hallo....lagi pada main apa ni?

S : Ya mainan pokoknya Miss.

R : Boleh Miss tanya-tanya bentar.

S1 : Mau tanya apa Miss?

R : Mau tanya tentang pelajaran bahasa Inggris td.

Menurut kalian gimana tadi pelajarannya?

S2 : Sip Miss. Aku suka.

S3 : Iya Miss. Nggak sering nulis malah ada gambar-gambarnya juga. Kan nyenengin.

R : Kalau kamu Ridwan?

S4 : Suka juga Miss, malah jadi pengen buahnya e Miss. Kayak beneran gambarnya.

R : Jadi kalau dikasih gambar lebih suka ya?

S1 : Iya Miss, kan bagus tuh warna warni Miss.

S3 : Iya Miss, kita belum pernah dikasih gambar-gambar kayak gitu dikelas.

R : Trus lebih mudah nggak inget kosakatanya?

S4 : Iya Miss, kalau ada gambarnya jadi lebih mudah ngafalinnya Miss.

S2 : Yang agak susah sayurannya Miss.

R : Susahnya kenapa?

S2 : Kata-katanya asing.

R : Tapi nambah nggak pengetahuan kalian?

S2 : Iya sih Miss.

R : Trus mengenai aktifitasnya tadi gimana?yang suruh berkelompok tadi?

S1 : Oh yang tadi. Bisa dong Miss. Tapi si Ridwan banyak banget e Miss yang disukai, kan nulisnya kebanyakan.

R : Ya nggak papa, yang penting tau cara ngomongnya. Masih inget nggak tadi gimana?

S4 : Aku Miss yang tanya...

R : Oke, Ridwan, coba tanya ke Difa.

S4 : What do you like of vegetable?

R : Gimana Difa Jawabannya?

S1 : I like Spinach. Bener kan Miss bayam spinach. Sayuran yang aku suka Cuma bayam e.

R : Iya bener. Nggak papa, bayam menyehatkan kok.

Kalau yang buah gimana dong tanyanya. Coba Zaki tanya ke Irfan.

S2 : Emmmm.....gimana tadi Miss...

R : Ya kalau mau tanya buah yang disukai temenmu gimana tanyanya, hayo diingat-ingat. Kan baru tadi.

S2 : Oh iya gini Miss.....What....do you like....of fruit?  
 R : Ayo Irfan dijawab.  
 S3 : Emmmm.....I like....watermelon. Enak Miss, seger e....  
 R : Iya enak. Apalagi pana-panas gini ya.  
 S3 : hehe, iya Miss.  
 R : Ya dah kalau gitu sudah dulu ya, besok lagi.  
 S2 : Udah tho Miss.  
 R : Iya udah. Makasih ya..  
 S : Iya Miss, sama-sama..

**Interview Transcript 12 (Wawancara dengan Guru Bahasa Inggris seusai penelitian pertemuan kedua)**

**Hari, Tanggal** : Kamis, 19 September 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

R : Masukannya hari ini apa, Bu, untuk pembelajaran bahasa Inggris saya?  
 E : Apa ya, Mbak, sudah bagus kok.  
 R : Materi dengan medianya sudah sesuai belum bu?  
 E : Udah sesuai mbak. Pakai gambar-gambar anak-anak jadi lebih suka. Lebih warna warni rasanya. Ditambah lagi dengan bonekanya, lebih menarik.  
 R : Untuk activitinya kira-kira terlalu susah nggak bu?  
 E : Nggak lah mbak. Nggak susah juga nggak yang mudah-mudah banget. Dah pas lah. Kemampuan mereka kan juga masih terbatas.  
 R : Gitu ya bu...  
 E : Besok materi yang mau diajarin apa, Mbak?  
 R : Things in the classroom, Bu.  
 E : Oh ya oke. Yang penting medianya kalau ada gambarnya anak-anak lebih suka.  
 R : Iya bu, makasih atas masukannya.

**Interview Transcript 13 (Wawancara dengan siswa seusai penelitian pertemuan ketiga)**

**Hari, Tanggal** : Kamis, 26 September 2013  
**R** : Researcher  
**S** : Zulfa  
**Tempat** : Ruang Kelas IVB

R : Zulfa, *tadi ngajarnya pake gambar, kamu suka gak?* (Zulfa, in our lesson today, I teach you by using some pictures. Do you like them?)  
 S : *Suka, Miss.* (Yes, I like them, Miss)  
 R : *Sukanya kenapa?* (Why do you like them?)

S: Gambarnya lucu, bagus juga. Terus jadi mudah inget arti nama benda-benda yang ada di kelas yang Miss kasih. (The pictures are funny and good. They help me memorize the vocabularies about things in the classroom you give, Miss)

**Interview Transcript 14 (Wawancara dengan siswa sesuai penelitian pertemuan ketiga)**

**Hari, Tanggal : Kamis, 26 September 2013**

**R : Researcher**

**S : Vivia, Iva**

**Tempat : Depan Kelas IVB**

R : Vivia, Iva.... Ganggu nggak kalau Miss ikutan nimbrung?

S1 : Nggak Miss....nggak papa.

R : Miss mau nanya-nanya ni.

S2 : Kayak yang kemarin itu ya Miss.

R : Iya, nggak papa kan?

S2 : Nggak papa kok, malah kayak jadi artis pakai diwawancarai segala,hehe

S1 : Mau tanya apa Miss?

R : Menurut kalian tadi pelajarannya gimana?

S1 : Gambarnya pake ditempel-tempel segala jadi pengen cepetan maju nempelin gambarnya Miss.

S2 : iya Miss. Lha aku tadi dapet bagian terahir e nempelinnya.

R : Suka nempelin gambarnya tapi paham nggak sama pelajarannya?

S1 : Ya paham dong Miss, kan tadi tentang apa itu tadi nmanya things in the classroom. Ada gambar-gambarnya trus tadi Miss juga ngeliatin barang wujud aslinya. Punya Miss sendiri sama yang ada dikelas. Kan jadi mudah inget Miss.

R : Kalau Iva giman?

S2 : Suka juga Miss. Mudah inget kosakatanya.

S1 : Pokonya kalau ada gambarnya mudah inget Miss, apalagi ada barang aslinya.

R : Trus tadi belajar apa lagi?inget nggak?

S1 : itu lho Miss yang meminta dan memberi, bahasa Inggrisnya apa tadi.

R : Asking and giving things. Trus caranya tadi gimana?

S1 : Gimana ya.... kalau nggak salah...Can I have a pen? Trus jawabannya Sure, here is a pen.

R : Trus kegiatan yang disuruh berkelompok tadi susah nggak?

S2 : Awalnya agak susah, bingung Miss.....tapi lama-lama juga bisa.

R : Oke dech. Kalau gitu makasih ya.....

S : Iya Miss, sama-sama....

**Interview Transcript 15 (Wawancara dengan siswa sesuai penelitian pertemuan ketiga)**

**Hari, Tanggal : Kamis, 26 September 2013**

**R** : Researcher  
**S** : Adit, Naufal  
**Tempat** : Ruang Kelas IVB

- R: Adit, Naufal, *gimana pelajaran hari ini?* (Adit, Naufal, what do you think about today's lesson?)  
 S1: *Pokoknya kalau ada gambar-gambarnya aku suka, Miss, kayak nggak belajar e jadinya. Apalagi nggak sering nulis tambah suka aku Miss.* (If there is a picture, I feel happy in joining the class, Miss. It feels like we are playing not learning. Moreover we seldom do writing, I feel happier)  
 S2: *Iya, seru banget.* (Yes, it is awesome, Miss)  
 R: *Tadi pas Miss pake gambar yang gede itu menurut kalian gimana?* (What do you think when I use the big picture?)  
 S1: *Menarik kok, Miss.* (It is interesting, Miss)  
 R: *Kalo Adit gimana?* (What do you think, Adit?)  
 S2: *itu, Miss, gambarnya kurang gede. Aku nggak begitu jelas nglihatnya, Miss.* (The picture is not so big enough. I could not see it clearly, Miss)  
 R: *Oh, kamu duduknya di belakang ya?* (Do you sit on the back?)  
 S2: *Iya e, Miss.* (Yes, Miss)  
 R: *Oh iya, terus tadi memperhatikan tidak kalo kurang jelas tuh?* (I see. Do you still pay attention to my lesson although the picture was not so clear?)  
 S2: *Perhatikan, kan aku maju kedepan tadi, Miss.* (Of course, then I decide to come forward so I could see the picture clearly, Miss.)

**Interview Transcript 16 (Wawancara dengan Guru Bahasa Inggris sesuai penelitian pertemuan ketiga)**

**Hari, Tanggal** : Kamis, 26 September 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

- R : Bagaimana menurut Ibu tentang pembelajaran hari ini?  
 E : Anak-anak cepet ingetnya tentang kosakata things in the classroom. Mungkin karena mbak nggak hanya pakai gambar tapi juga barang aslinya. Bagus itu mbak.  
 R : Mengenai activitinya gimana bu?  
 E : Mungkin anak-anak tadi masih agak bingung tapi lama-lama juga bisa ternyata. Yang anak cowok tadi kebanyakan pada nggak bisa emang tadi kurang memperhatikan jadinya ya gitu. Anak cowok emang agak susah diatur e mbak...  
 R : Iya bu nggak papa. Yang penting mereka dah mau ikut dalam activitinya.  
 E : Ya mungkin selanjutnya aktifitasnya nggak usah groups lagi tapi berpasangan aja mbak, in pairs. Mungkin lebih bisa kondusif interaksi mereka.  
 R : Iya bu nanti coba saya terapkan. Makasih ya Bu atas masukannya.  
 E : Sama-sama mbak....

R : Oia sama itu ya mbak, gambarnya tadi kurang begitu jelas dari belakang. Jadi ada anak yang nggak begitu jelas ngliatnya. Mungkin besok bisa lebih diperbesar.

E : Oke bu, nanti kalau pakai gambar besar ukurannya saya tambah lagi. Makasih bu...

R : Iya mbak.

**Interview Transcript 17 (Wawancara dengan Guru Bahasa Inggris untuk refleksi pengajaran di *Cycle I*)**

**Hari, Tanggal** : Kamis, 26 September 2013

**R** : Researcher

**E** : English Teacher

**Tempat** : Ruang Guru

R : Bagaimana menurut Ibu tentang kegiatan-kegiatan yang sudah dilaksanakan di *Cycle I* ini?

E : Ya, sudah cukup bagus kok, Mbak. Anak-anak sekarang lebih semangat kalau mau belajar Bahasa Inggris. Seneng katanya kalau banyak aktifitasnya seperti sekarang. Secara keseluruhan anak-anak sudah terlibat aktif dalam setiap kegiatan dan tugas yang Mbak kasih, yah walaupun masih ada satu dua yang bandel ya, Mbak... Maklumlah anak-anak...

R : Apakah sejauh ini sudah cukup meningkatkan kemampuan speaking siswa?

E : Kalau dilihat dari keseluruhan, *treatment* yang Mbak berikan terlihat memberi dampak positif pada *speaking* nya anak-anak.

R : Kalo aktivitasnya di *Cycle I* ini gimana, Bu?

E : Wah, dah bagus kok mbak. Anak-anak jadi kelihatan lebih aktif dan mau berpartisipasi selama pelajaran. Mereka juga jadi bisa mengikuti instruksi yang diperintahkan guru. Aktivitinya cocok sekali buat ngajarin speaking.

R : Kalau untuk kemampuan Bahasa Inggris mereka, Bu? Saya kan mencoba menerapkan *classroom English* yang rutin selama pembelajaran.

E : Penggunaan *classroom English* juga sudah mulai efektif, Mbak. Walaupun masih dalam konteks yang terbatas, tapi anak-anak sudah mulai mengerti kalau Mbak ngomong Bahasa Inggris. Sedikit banyak anak-anak sudah bisa greeting, take leaving, juga mimpin doa dalam Bahasa Inggris. Mungkin besok di *Cycle II* bisa ditingkatkan lagi mbak *classroom English*nya.

R : Terimakasih masukannya, Bu. Medianya ada yang kurang nggak kira-kira, Bu, atau mungkin nggak relevan dengan materinya, atau kurang optimal penggunaannya?

E : Hm, apa ya, Mbak? Medianya sudah cocok dengan materinya. Pas mbahas *fruits and vegetables* ada *flashcard* nya, yang pas *greeting* sama *introduction* ada *puppet*nya, terus pas *things in the classroom* Mbak make *flashcards*. *Flashcards* nya juga sudah colorful. Didukung juga sama handout dan barang realnya. Paling ya sarane dibuat lebih gedean, Mbak gambar yang ditaruh didepan. Seperti yang saya bilang kemarin, anak-anak yang duduk di belakang banyak yang ngomong nggak bisa ngeliat dengan jelas.

- R : Iya, Bu, nanti saya coba memperbesar ukuran *picture* di *Cycle 2*. Oh iya bu saya juga berencana untuk memberikan semacam reward atau hadiah begitu, Bu, ke anak-anak untuk memotivasi mereka biar tambah semangat. Kalau menurut Ibu bagaimana?
- E : Boleh aja, Mbak, asal jangan berlebihan dan setiap waktu dikasih hadiah. Nanti ndak tuman. Takutnya itu, nanti kalau sudah nggak ada hadiah anak-anak jadi nggak semangat karena terbiasa mengandalkan dapat hadiah sebelumnya. Ya, sebagai pancingan aja gitu, Mbak...
- R : Ya, Bu. Ini bisa jadi masukan buat saya untuk menyiapkan kegiatan di *Cycle II*. Terimakasih ya, Bu, saran dan masukannya. Nanti kalau ada yang kurang-kurang lagi saya dikasih tau ya, Bu..
- E : Iya mbak sama-sama. Saya juga banyak dapat ilmu dari Mbak.

**Interview Transcript 18 (Wawancara dengan siswa sesuai penelitian pertemuan keempat)**

**Hari, Tanggal : Kamis, 3 Oktober 2013**

**R : Researcher**

**S : Abi, Galih**

**Tempat : Ruang Kelas IVB**

R : Hai Abi, Galih, Miss mau tanya-tanya ni?

S1 : Tanya apa Miss?

R : Menurut kalian gimana tadi pelajaran bahasa Inggrisnya?

S1 : Ada gambar gedanya bagus Miss.

R : Inget nggak tadi belajar tentang apa?

S1 : Inget Miss... tentang places around the school.

R : Trus tadi diajarin cara menanyakan lokasinya. Bisa nggak Galih?

S2 : Hehe...Lupa e Miss.

R : Coba Abi masih inget nggak?

S1 : Inget Miss....trus tanya yang mana Miss?

R : Misalnya menanyakan letak dapur yang ada disekolah ini.

S1 : oh ya....emmm....Where is the kitchen?

R : Jawabannya apa Galih?

S2 : Lupa e Miss....

R : Lho kok Lupa.....

S1 : Didepan kelas IV, Galih.

R : kalau didepan tadi pake apa?

S1 : Pakai in front of ya Miss?

R : Yup. That's right. Betul. Terus jadinya giman.

S2 : Dapur ada didepan kelas IV.

R : in English please.....

S2 :emmm.....The kitchen is.....in front of....the IV class.

R : Good. Itu bisa.

S1 : Kalau ditanya sebenarnya bisa Miss, tapi masih mikir-mikir preposisinya. Bingung e, agak susah bedainnya.

R : Nggak papa, nanti lama-lama juga bisa.  
 Trus game'nya tadi suka nggak?  
 S1 : Suka Miss, tadi aku dah angkat tangan tapi nggak ditunjuk-tunjuk e Miss.  
 R : Kan dah da gilirannya.  
 S1 : Tapi kan kelompok yang dapat giliran lama njawabnya. Game'nya juga sebentar banget e Miss.  
 R : Kan waktunya nggak cukup kalau game-gamenya lama-lama.  
 S1 : iya sih Miss.  
 R : Ya sudah kalau gitu makasih ya...  
 S : Iya Miss....

**Interview Transcript 19 (Wawancara dengan siswa sesuai penelitian pertemuan keempat)**

**Hari, Tanggal : Kamis, 3 Oktober 2013**

**R : Researcher**

**S : Olif, Zulfa**

**Tempat : Ruang Kelas IVB**

R : Halo Olif, Zulfa abis pada maem ya, boleh Miss tanya-tanya bentar?  
 S1 : Boleh Miss.  
 R : Menurut kalian tadi pelajaran bahasa Inggrisnya gimana? susah nggak?  
 S2 : Emmmm.....gimana ya Miss...  
 R : Lha gimana? ngomong aja...  
 S2 : Sebenarnya nggak susah-susah amat sih Miss. Yang susah prepososinya itu lho Miss, masih bingung e bedain artinya. ketuker-tuker e.  
 S1 : Iya Miss yang bikin agak lama ngerjain tugasnya itu harus ngliat dulu arti preposisinya jadi baru bisa jawab pertanyaannya.  
 R : Tapi tadi paham cara ngerjain tugasnya?  
 S1 : Paham Miss. Kan disuruh nyari letak lokasi ruangan yang ada dipeta.  
 S2 : Ngerjainnya juga cuma 2 orang, jadi lebih bisa konsentrasi.  
 R : Trus cara nanyanya tadi gimana?  
 S2 : Misalnya gini Miss....masjid tadi bahasa Inggrisnya pa Miss?  
 R : Olif inget nggak?  
 S1 : mosque Miss.  
 R : Yup. A mosque.  
 S2 : Oh berarti gini Miss....Where is the mosque? It is beside a library. Kan masjidnya disebelah perpustakaan. Bener nggak Miss?  
 R : Good. Betul sekali. Pinter berarti...  
 S2 : hehehe iya dong Miss...  
 R : Trus game'nya tadi suka nggak/  
 S1 : Suka Miss. Sebelumnya nggak pernah pakai soalnya Miss.  
 R : Zulfa suka nggak?  
 S2 : Suka Miss. Tapi kurang lama e, lagi seru-serunya malah distop.  
 R : Kan waktunya nggak cukup. Nanti malah abis buat permainan aja.  
 S2 : Iya ya Miss.

R : Ya dah kalau gitu, sana masuk kelas. Makasih ya..  
 S : Iya Miss.

**Interview Transcript 20 (Wawancara dengan Guru Bahasa Inggris sesuai penelitian pertemuan keempat)**

**Hari, Tanggal** : Kamis, 3 Oktober 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

R : Bagaimana dengan yang hari ini, Bu?  
 E : Wah, peningkatan, Mbak. Kalo yang di *Cycle* I kan activitinya pakai group jadi nggak begitu kelihatan mereka ngomong. Kalau sekarang in pairs, kan lebih kelihatan, mereka juga bisa lebih fokus interaksinya sama pasangannya. Ya, meski masih terbata-bata ngomongnya, tapi yang penting mereka mau dan berani buat ngomong Inggris. Itu udah bagus banget.  
 R : Iya sih, Bu. Saya rancang memang yang *Cycle* II ini anak-anak saya beri activitinya in pairs biar lebih maksimal ngomongnya dan lebih kondusif. Kalau gambar denah sekolahnya tadi sudah jelas kan, Bu?  
 E : Oh, ya, gambarnya jelas sekali. Saya malah gak nyangka kalo Mbak bisa buat gambar yang segede itu. Trus permainannya tadi bagus banget mbak, pakai dadu dari apa tadi mbak kok gede.  
 R : Dari kertas Bu bikin sendiri.  
 E : Oh bagus itu. Saya nggak kepikiran ada permainan semacam itu malah. Anak-anak semangat banget tadi mbak.  
 R : Iya bu sekali-kali ada permainannya biar lebih semangat. Tapi sayang waktunya nggak cukup.  
 E : Iya sih mbak, kalau kayak gitu kendalanya diwaktu. Tapi nggak papa mbak, yang penting anak-anak semangat belajarnya.  
 R : Iya Bu.  
 E : Trus besok materinya tentang apa mbak?  
 R : Tentang hobby, Bu.  
 E : Oke, ditunggu untuk pembelajaran yang lebih menarik lagi besok.  
 R : Oke bu.

**Interview Transcript 21 (Wawancara dengan siswa sesuai penelitian pertemuan kelima)**

**Hari, Tanggal** : Kamis, 24 Oktober 2013  
**R** : Researcher  
**S** : Rauzan, Naufal  
**Tempat** : Ruang Kelas IVB

R : Rauzan, Naufal, gimana pelajaran bahasa Inggris hari ini?  
 S1 : Menyenangkan Miss. Banyak gambar-gambarnya.



R : Tadi pelajarannya tentang apa?  
 S1 : Hobby Miss. Menanyakan hobby Miss.  
 R : Gimana tadi Naufal, masih inget nggak?  
 S2 : Dikit-dikit Miss.  
 R : Dicoba aja.  
 S1 : Aku bisa Miss.  
 R : Iya, ini Naufal yang tanya, Rauzan yang jawab ya.  
 S1 : Oke Miss.  
 R : Ayo Naufal.  
 S2 : Emmm.....What is your hobby...Rauzan?  
 S1 : My hobby is swimming. Aku suka banget Miss sama renang.  
 R : Oh iya. Berarti sudah tahu ya gimana cara ngungkapinnya.  
 S1 : Tahu Miss..  
 R : Kalau pas tugasnya berpasangan tadi susah nggak ngerjainnya.  
 S1 : Sama sekali nggak Miss. Lha cm nanya hobinya trus tinggal dicentang ja gambar yang yang sesuai.  
 S2 : Iya Miss. Banyak gambarnya jadi nggak bosenin.  
 R : Tadi selesai nggak ngerjainnya?  
 S1 : Selesai dong Miss. Cepet malah. Lebih mudah daripada yang kemarin.  
 R : Good, sip kalau gitu... Ya sudah dilanjutkan lagi mainnya. Makasih ya.  
 S : Iya Miss, sma-sama.

**Interview Transcript 22 (Wawancara dengan siswa sesuai penelitian pertemuan kelima)**

**Hari, Tanggal : Kamis, 24 Oktober 2013**

**R : Researcher**

**S : Dona, Dina**

**Tempat : Ruang Kelas IVB**

R : Eh si kembar. Kok cm berdua aja nggak gabung sama yang lainnya ta?  
 S1 : Nggak Miss. Disini aja.  
 R : Miss boleh gabung g ni?  
 S1 : Iya Miss boleh.  
 R : Oke, Miss mau tanya-tanya ni, boleh ya.  
 S1 : Iya Miss.  
 R : Tadi pelajaran bahasa Inggrisnya susah nggak?  
 S1 : Nggak Miss, biasa aja. Lebih susah yang kemarin.  
 R : Kalau Dina gimana?  
 S2 : Biasa aja sih Miss. Lebih banyak gambarnya jadi lebih menarik.  
 R : Masih inget nggak tadi disuruh ngapain?  
 S2 : Disuruh nanyain hobby.  
 R : Masih inget caranya gimana?  
 S2 : Masih Miss.... What is..... your hobby?  
 R : Coba Dona jawab.  
 S1 : Emmm.....my hobby...is.....apa ya Miss.

- R : Lha hobinya apa....apa aja boleh.  
 S1 : Emmm.....my hobby....is.....reading.  
 R : Good. Udah bisa, tinggal dibiasain aja biar lancar.  
 Tadi ngerjain tugasnya susah nggak, selesai nggak?  
 S1 : Selesai Miss, tapi aku tadi pasangannya sama Deva. Lha ceweknya ganjil jadi aku nggak dapet pasangan cewek.  
 R : Nggak papa, kan sama temen sendiri. Yang penting bisa ngerjain.  
 Ya dah kalau gitu makasih ya, Miss pergi dulu.  
 S : Iya Miss.

**Interview Transcript 23 (Wawancara dengan Guru Bahasa Inggris sesuai penelitian pertemuan kelima)**

**Hari, Tanggal : Kamis, 24 Oktober 2013**

**R : Researcher**

**E : English Teacher**

**Tempat : Ruang Guru**

- R : Ibu, minta masukannya atas pengajaran hari ini. Gimana, Bu?  
 E : Anak-anak terlihat antusias sekali selama belajar ya, Mbak. Kalau bentuk pembelajarannya seperti ini saya rasa anak-anak tidak akan merasa bosan, tujuan pembelajarannya pun bisa tercapai.  
 R : Mengenai activitinya susah nggak Bu?  
 E : Nggak sih mbak. Gampang kok. Tadi anak-anak juga cepat sekali selesainya. Nggak kayak biasanya. Ada banyak gambarnya juga, jadi anak-anak semakin semangat. Warna warni jadinya.  
 R : Flashcardnya tadi gimana Bu?  
 E : Bagus mbak, ada gambarnya anak-anak lebih bisa pahamnya malah. Saya banyak belajar ni dari njenengan.  
 R : Wah sama-sama belajar Bu.

**Interview Transcript 24 (Wawancara dengan siswa sesuai penelitian pertemuan keenam)**

**Hari, Tanggal : Kamis, 31 Oktober 2013**

**R : Researcher**

**S : Zaki, Abi**

**Tempat : Ruang Kelas IVB**

- R : Hai Abi, hai Zaki, Miss mau tanya-tanya ni. Boleh ya..  
 S1 : Siap Miss. Boleh-boleh aja.  
 R : Gimana tadi pelajaran bahasa Inggrisnya, gampang apa susah?  
 S2 : Gampang Miss, tapi ada susahnya dikit.  
 R : Bagian mana yang susah?  
 S2 : Bedain uncle sam aunt itu lho Miss, kebalik-balik e.  
 R : Kalau uncle apa tadi?

S2 : Emmm.....paman ya Miss.  
 R : Yup. Betul. Berarti aunt itu...  
 S2 : Bibi...  
 R : That's right. Trus Zaki, kamu kok sering rame tadi bisa nggak?  
 S1 : Bisa Miss, kecil.  
 R : Tadi pas ngerjain tugasnya bisa beneran apa nyontek punya pasangannya.  
 S1 : Bisa beneran Miss...  
 S2 : Beneran gimana, tadi Zaki ngliat gambarku lho Miss....  
 R : Ayo nggak boleh bohong.  
 S1 : Ngeliat dikit kok Miss, lha tadi waktunya dah habis kan jadi keburu-buru ngerjainnya. Cuma dikit lho Miss....  
 R : Masih inget nggak tadi gimana cara nanyanya.  
 S1 : Ya masih sih, dikit-dikit....  
 R : Coba gimana?  
 S1 : Gini.... Who is Naila?  
 R : Jawabannya?  
 S1 : Tadi jawabanmu apa Bi?  
 S2 : She is Akbar' cousin.  
 S1 : Nah itu bu jawabannya.  
 R : Hmmmmmm.....dasar Zaki.  
 Ya sudah kalau gitu makasih ya Miss tak pindah kesana dulu.  
 S : Oke Miss.

**Interview Transcript 25 (Wawancara dengan siswa sesuai penelitian pertemuan keenam)**

**Hari, Tanggal** : Kamis, 31 Oktober 2013

**R** : Researcher

**S** : Adit, Deva

**Tempat** : Ruang Kelas IVB

R : Adit, Deva, Miss mau tanya-tanya lagi ni.  
 S1 : Boleh Miss...  
 R : Gimana tadi pelajaran bahasa Inggrisnya?  
 S1 : Ya biasa Miss.  
 R : Biasanya gimana, gampang pa susah?  
 S1 : Ya gampang, ada susahnya dikit.  
 R : Susahnya yang bagian mana?  
 S1 : ngepasin gampang sama nama sama relionshipnya.  
 R : Kan kalau dah tau relationshipnya sebagai apa tinggal ditulis aja namanya.  
 S1 : Iya sih Miss, sebenarnya bisa tapi agak bingung.  
 R : Kalau Deva gimana?  
 S2 : Sama sih Miss, paham caranya tapi bingung nempatinnnya.  
 R : Trus kalau bisa caranya gimana?  
 S2 : Kan tadi disuruh nyari Raihan itu sapa, Naila itu sapa?  
 R : Trus gimana caranya?

- S2 : Nanyanya gini.... Who is Raihan? Trus tadi Adit jawabannya apa tadi Dit...  
 S1 : Kalau nggak salah.....he is Akbar' brother. Kayaknya gitu Miss. Nggak ngliaat gambarnya lupa Miss.  
 R : Iya betul. Itu bisa....  
 S1 : Iya bisa Miss, tapi kadang agak bingung.  
 R : Bingungnya karena baru pertama kali. Nanti lama-lama juga bisa.  
 S2 : Iya Miss.  
 R : Oke. Kalau gitu sudah dulu ya makasih untuk waktunya.  
 S : Sama-sama Miss....

**Interview Transcript 26 (Wawancara dengan Guru Bahasa Inggris sesuai penelitian pertemuan keenam)**

**Hari, Tanggal** : Kamis, 31 Oktober 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

- R : *Kalo media yang digunakan di Cycle 2 ini gimana, Bu? Sudah efektif jugakah penggunaannya? (What about the media used in Cycle 2, Miss? Are they also effectively used?)*  
 E : *Medianya lebih bagus dari Cycle 1 kemarin, Mbak. Yang sekarang lebih variatif dan colorful. Jadi lebih menarik. Ukurannya juga udah pas, jadi siswa yang duduk di belakang juga bisa lihat dengan jelas. (The media you use are better than in Cycle 1, Miss. They are more varied and colorful. The size is also bigger than in Cycle 1, so that all students, even those who sit at the back, could see the media clearly).*

**Interview Transcript 27 (Wawancara dengan Guru Bahasa Inggris untuk refleksi pengajaran di Cycle II)**

**Hari, Tanggal** : Kamis, 31 Oktober 2013  
**R** : Researcher  
**E** : English Teacher  
**Tempat** : Ruang Guru

- E : Gimana, Mbak?  
 R : Ini, Bu, saya mau tanya-tanya untuk penerapan yang Cycle 2 ini. Pendapat dan masukan Ibu, begitu...  
 E : Yang tentang apanya mbak?  
 R : Gimana pilihan activity yang di Cycle 2 ini, Bu? Sudah efektifkah buat meningkatkan speaking siswa?  
 E : Terlihat sekali kalau speaking bagus sekali kalo menggunakan information gap, mereka jadi sering ngomong. Dan sudah terbukti pula kalo anak-anak jadi lebih aktif dalam pembelajaran. Apalagi activitinya in pairs ya, kalo yang di Cycle 1 kan pakai groups, jadi fokusnya kurang. Di Cycle 2 ini anak-anak

jadi mau ngomong dalam Bahasa Inggris, walau masih terbata-bata. Tapi ada juga yang masih lancar kok mbak.

R : Trus yang lainnya gimana lagi bu...

E : O ya, media di *Cycle 2* itu ada yang flashcards, gambar denah sekolah, puppet, handout ya, Mbak. Sudah sesuai kok, Mbak, dengan materinya. Medianya juga lebih bagus dari *Cycle 1* kemarin, Mbak. Yang sekarang lebih variatif dan colorful. Jadi lebih menarik. Ukurannya juga udah pas, jadi siswa yang duduk di belakang juga bisa lihat dengan jelas.

R : Kalau penerapan *classroom English*-nya, Bu, apakah sekarang sudah lebih efektif dibanding waktu *Cycle 1*?

E : Iya, Mbak, anak-anak sekarang lebih dong kalau njenengan suruh. Waktu itu kan masih awal-awal diajarkan mungkin sekarang sudah lebih mengena. Kalo Mbak ngomong Inggris juga sepertinya mereka lebih paham. Kalo pas *Cycle 1* kan masih banyak yang minta ditransletin.

R : O ya, pemberian *reward* yang saya lakukan gmn, Bu?

E : Ya kalau hanya sekedar untuk membangkitkan antusiasme anak nggak masalah, Mbak. Nanti kalau anaknya sudah suka bahasa Inggris kan mau dikasih atau nggak mereka tetep semangat. Ya, bahasa Inggris inikan termasuk mata pelajaran sulit buat mereka, jadi musti ada banyak ide biar mereka suka, ya mungkin salah satunya ya memberi apresiasi itu mbak. Dan mungkin sebenarnya tidak hanya untuk Bahasa Inggris saja tapi bisa juga untuk pelajaran yang lainnya.

R : Iya juga ya bu. Ada lagi nggak bu masukan untuk penelitian saya ini?

E : Secara keseluruhan sudah baik kok, Mbak. Targetnya Mbak kan bisa meningkatkan kemampuan speaking siswa melalui information gap activities, sejauh yang saya amati, itu sudah tercapai. Dah bagus kok mbak.

R : Iya bu... Kalo gitu terima kasih banyak atas bantuannya selama ini ya, Bu.

E : Sama-sama. Saya juga makasih sudah dibantu.

# Appendix C:

## Lesson Plans

## LESSON PLAN 1

School : SDIT Salsabila 3  
 School Subject : English  
 Class/Semester : IV/I

Indicators :

- ♥ Students are able to greet and part someone.
- ♥ Students are able to respond to the greeting and parting
- ♥ Students are able to introduce themselves

Skill : Speaking  
 Theme : 1. Greeting and Parting  
           2. Introduction  
 Time : 2x35 minutes

### A. THE OBJECTIVE

The students can greet and respond to the greeting.  
 The students can introduce themselves.

### B. THE MATERIAL

#### **Vocabularies:**

- Name, live, age, birthday, hobbies, address

#### **Expressions:**

- Hi, Hello,  
 Good morning/afternoon/evening...  
 See you.  
 Good bye.

- My name is...  
I'm ...  
I live at...  
My hobby is...

#### C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

#### D. THE ACTIVITIES

##### a. Opening activities

- ♥ The teacher greets the students then they do prayer together.
- ♥ The teacher asks the students' condition.
- ♥ The students listen when the teacher sings "Good Morning" song. After that, the students sing the song together with the teacher.
- ♥ The teacher checks the attendance list.

##### b. Main activities

###### ➤ Presentation

- ♥ The teacher explains some greetings and gives the students the example of how to greet someone and respond it by using puppet as a dialog partner.

Teacher: "Hello Kitty...!" Kitty : "Hello...!"	Teacher: "See you later...!" Kitty : "See you...!"
Teacher: "Good morning, Kitty...!" Kitty : "Good morning, Miss...!"	Teacher: "Good bye...." Kitty : "Good bye...."

- ♥ The teacher acts as Kitty and asks the students "Good morning..." The students listen to the Kitty's question and answer "Good morning...".
- ♥ The teacher asks the students "Good morning students..." The students listen to the question and answer "Good morning Miss...".
- ♥ The teacher explains about introduction and gives the students the example of how to introduce oneself.



➤ **Practice**

- ♥ The teacher introduces herself as a model then asks some students to practice introducing themselves in front of the class.
- ♥ The students practice to introduce themselves.

➤ **Production**

- ♥ The teacher gives information gap test in such activities.
- ♥ Before doing the test, the teacher explains the way to do it. The teacher gives a blank information personal worksheet and the students work in group to do the worksheet. The students will have to ask each other's information in order to complete their own worksheet by using English.
- ♥ The teacher, here, is as a controller.
- ♥ The teacher walks around to control the activities without joining in one of groups.
- ♥ While controlling, the teacher writes the progress of the activities.

**c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by greeting them and saying good bye.

**E. REFERENCES**

- 📖 Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.
- 📖 Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

**F. MEDIA**

A hand puppet

‘Good morning’ song

A personal identity worksheet

#### G. EVALUATION

Oral test/ Spoken test

#### H. ASSESSMENT RUBRIC

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5
		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 12<sup>th</sup> of September, 2013

The English teacher

The researcher

(Evi Ni'matuzzakiah, S.Th.I, M.A)

(Siti Choyimah)

NIM. 06202244161

## LESSON PLAN 2

School : SDIT Salsabila 3  
 School Subject : English  
 Class/Semester : IV/I

Indicators :

- ♥ Students are able to identify some fruits and vegetables.
- ♥ Students are able to ask information about fruits and vegetables.
- ♥ Students are able to give information about fruits and vegetables.

Skill : Speaking  
 Theme : Fruits and Vegetables  
 Time : 2x35 minutes

### A. THE OBJECTIVE

The students can ask and give information about fruits and vegetables they like.

### B. THE MATERIAL

#### **Vocabularies:**

- **Fruits:** apples, grapes, mango, orange, avocado, strawberry, watermelon, pear, pineapple, durian, banana, etc.
- **Vegetables:** carrot, cabbage, garlic, potato, tomato, spinach, onion, lettuce, eggplant, chili, cucumber, etc.

#### **Expressions:**

- What fruits do you like? I like apples.  
 What do you like of fruits? I like mangoes.
- What vegetables do you like? I like spinach.  
 What do you like of vegetables? I like cabbage.

### C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

#### D. THE ACTIVITIES

##### a. Opening activities

- ♥ The teacher greets the students then they do prayer together.
- ♥ The teacher asks the students' condition by singing "How are you?" song.
- ♥ The teacher checks the attendance list.

##### b. Main activities

###### ➤ Presentation

- ♥ The teacher explains the name of fruits and vegetables by showing the flashcard.
- ♥ The teacher asks a question: "What do we call this in English?" by showing flashcards and the students answer it by saying "It is ...".
- ♥ The teacher gives the students the example of how to ask and give information about fruits and vegetables by using puppet as a dialog partner.

"What fruits do you like, Kitty?" asks her, the puppet replies "I like oranges and apples."

"What vegetables do you like, Kitty?" asks her, the puppet replies "I like spinach."

The teacher acts as Kitty and asks the students "What fruits do you like?" and "What vegetables do you like?" The students listen to the Kitty's question and answer by mentioning the name of fruits and vegetables.

- ♥ The teacher then asks the students to sing "What do you like?" song. This song is intended to get enjoyable practice in pronouncing the words for students.
- ♥ The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.

###### ➤ Practice

- ♥ The teacher asks the student to practice the dialog with his/her friend.
- ♥ The students practice the dialog in front of the class.

### ➤ **Production**

- ♥ The teacher gives information gap activities to check the students' understanding. It is a fruits and vegetables worksheet.
- ♥ The teacher explains the rule of doing worksheet. It will be done in groups. The students have to ask one by one of their group about what fruits and vegetables they like so that they can complete their worksheet.
- ♥ The teacher controls the activity without joining in one of the group.
- ♥ While controlling, the teacher writes the progress of the activities.

### **c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by greeting them and saying good bye.

## **E. REFERENCES**

- ✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

## **F. MEDIA**

A hand puppet  
Flash card  
'How are you?' song  
'What do you like...?' song  
Fruits and vegetables worksheets

## **G. EVALUATION**

Oral test/ Spoken test

## H. ASSESSMENT RUBRIC

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5
		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 19<sup>th</sup> of September, 2013

The English teacher

The researcher

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(Siti Choyimah)

NIM. 06202244161

### LESSON PLAN 3

School : SDIT Salsabila 3

School Subject : English

Class/Semester : IV/I

Indicators :

- ♥ Students are able to identify things in the classroom.
- ♥ Students are able to ask things related to handy things in the classroom correctly and appropriately.
- ♥ Students are able to give things related to handy things in the classroom correctly and appropriately.

Skill : Speaking

Theme : Things in the Classroom

Time : 2x35 minutes

#### A. THE OBJECTIVE

The students can ask and give handy things in the classroom correctly and appropriately.

#### B. THE MATERIAL

##### **Vocabularies:**

- **Handy things:** a book, a pen, a pencil, a rubber, a ruler, a sharpener, a correction pen, a broom, etc.

##### **Expressions:**

- What have you got?  
I've got a pencil  
I've got a book
- Can I have a pen?  
Sure here is a pen.

- Can I have a rubber?

Sure here is a rubber.

#### C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

#### D. THE ACTIVITIES

##### a. Opening activities

- ♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.
- ♥ The teacher asks the students’ condition by singing “How are you?” song.
- ♥ The teacher checks the attendance list.

##### b. Main activities

###### ➤ Presentation

- ♥ The teacher distributes some pictures of things in the classroom to the students.
- ♥ The teacher asks a question: “What do we call this in English?” by showing flashcards and the students answer it by saying “It is a/an ...”. The student who gets the picture stands and sticks the picture at the whiteboard.
- ♥ The teacher asks the students to collect five things they have, and then asks them, for example, “*I’ve got a pen, a pencil case...etc. What have you got, Angga?*” The student has to answer completely, “*I’ve got a ruler, a book, etc.*”
- ♥ The teacher gives an example how to ask a thing by using a hand puppet, “*Can I have a pen, Kitty? Sure, here is a pen.*”

###### ➤ Practice

- ♥ The teacher asks the students’ things randomly, and then asks them to take their things back by saying “*Can I have a pen, Mam?*”
- ♥ After that the teacher invites the students to sing “Can I have a pen?” song for refreshing.



### ➤ **Production**

- ♥ The teacher gives information gap activities to check the students' understanding. It is things in the classroom worksheet.
- ♥ It is done in a group. Each member of group should collect their five things and then take it back randomly. They have to ask each others to take their own so that they can fill the blank worksheet.
- ♥ The teacher controls the activity without joining in one of the group.
- ♥ While controlling, the teacher writes the progress of the activities.

### **c. Closing activities**

- ♥ The teacher asks the students about what they learn today and summarizes the material together.
- ♥ The teacher gives further guidance by passing some questions related to the material to the students.
- ♥ The teacher and the students make a reflection of the lesson.
- ♥ The teacher closes the class by greeting them and saying good bye.

## **E. REFERENCES**

- ✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.
- ✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

## **F. MEDIA**

Flashcards

A hand puppet

'Good Morning' song

'How are you?' song

'Can I have a pen?' song

Things in the classroom worksheets

## G. EVALUATION

Oral test/ Spoken test

## H. ASSESSMENT RUBRIC

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5
		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 26th of September, 2013

The English teacher

The researcher

(Evi Ni'matuzzakiah, S.Th.I, M.A.)

(Siti Choyimah)

NIM. 06202244161

### LESSON PLAN 4

School : SDIT Salsabila 3

School Subject : English

Class/Semester : IV/I

Indicators :

- ♥ Students are able to identify some places around the school.
- ♥ Students are able to ask information about location of places around the school.
- ♥ Students are able to give information about location of places around the school.

Skill : Speaking

Theme : Places around the school

Time : 2x35 minutes

#### A. THE OBJECTIVE

The students can ask and give information about location of places around the school.

#### B. THE MATERIAL

##### **Vocabularies:**

- Teachers room, an office, classrooms, a library, a canteen, parking lots, a toilet, a mosque, a healthy room, a school yard, a kitchen, etc.

##### **Expressions:**

- Where is the library?  
It is beside the mosque.
- Where is the canteen?  
It is behind the healthy room.

### C. THE METHOD OF LEARNING : PPP (*Presentation, Practice, Production*)

### D. THE ACTIVITIES

#### a. Opening activities

- ♥ The teacher greets the students then they do prayer together.
- ♥ The teacher asks the students' condition by singing "how are you?" song.
- ♥ The teacher checks the attendance list.

#### b. Main activities

##### ➤ Presentation

- ♥ The teacher shows a big picture of school map and explains some rooms in the school.
- ♥ The teacher reviews the names of rooms at school and gives the students the example of how to ask for and give information about rooms at school by using puppet as a dialog partner, "*Where is the toilet, Kitty? It is beside the kitchen*"
- ♥ Then the teacher asks to some students about location of a certain room around the school. "Where is the....?" the students listen to the question and answer "It is beside/behind ...."

##### ➤ Practice

- ♥ The teacher invites the students to play a game and prepares a big dice which contains prepositions on its faces.
- ♥ The teacher rolls the dice.
- ♥ If the dice faces the word "*beside*" for example. The group should tell the location of a certain place around their school by using the word "*beside*" (*The canteen is beside the healthy room*)
- ♥ After about seven rounds, the group with the most points wins.

##### ➤ Production

- ♥ The teacher distributes school maps. The students should do this activity in pairs.

♥ In each pair one student is A and the other student is B. They receive different maps with different missing blanks that they can only fill in by asking each other question. Student A is told to find out where the toilet is for example. Student B has the answer of course and describes Student A where it is. Student B has blanks too, which only Student A can fill. The point is that A and B will have to ask each other questions in order to complete their maps, e.g: A: Where is the toilet? B: It is across from the mosque.(A writes the toilet in the correct place on his or her map.) Then it is Student B's turn to ask a question. In this activity the students are not supposed to look at each other's maps.

♥ The teacher, here, is as a controller.

♥ The teacher walks around to control the activities without joining in one of groups.

♥ While controlling, the teacher writes the progress of the activities.

#### **c. Closing activities**

♥ The teacher asks the students about what they learn today and summarizes the material together.

♥ The teacher gives further guidance by passing some questions related to the material to the students.

♥ The teacher and the students make a reflection of the lesson.

♥ The teacher closes the class by greeting them and saying good bye.

#### **E. REFERENCES**

✚ Lewis, Gordon and Gunther Bedson. Games for Children. 2004. Oxford University Press: New York.

✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.

✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

## F. MEDIA

‘How are you’ song

A hand puppet

A big picture of school map

A big dice

## G. EVALUATION

Oral test/ Spoken test

## H. ASSESSMENT RUBRIC

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5
		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 3rd of October, 2013

The English teacher

The researcher

(Evi Ni'matuzzakiyah, S.Th.I, M.A.)

(Siti Choyimah)

NIM. 06202244161

## LESSON PLAN 5

School : SDIT Salsabila 3  
 School Subject : English  
 Class/Semester : IV/I

Indicators :

- ♥ Students are able to identify some hobbies.
- ♥ Students are able to ask information about their hobbies.
- ♥ Students are able to give information about their hobbies.

Skill : Speaking  
 Theme : Hobbies  
 Time : 2x35 minutes

### A. THE OBJECTIVE

The students can ask and give information about their hobbies.

### B. THE MATERIAL

#### **Vocabularies:**

- Reading, swimming, watching TV, singing, dancing, listening to the music, drawing, fishing, cooking, playing football, etc.

#### **Expressions:**

- What do you like to do?  
 I like ....

### C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

### D. THE ACTIVITIES

#### **a. Opening activities**

- ♥ The teacher greets the students by singing “Good morning” song then they do prayer together.
- ♥ The teacher asks the students’ condition by singing “How are you?” song.
- ♥ The teacher checks the attendance list.

**b. Main activities**

➤ **Presentation**

- ♥ The teacher distributes some pictures of hobbies to the students.
- ♥ The teacher asks a question: “What is he/she doing?” by showing flashcards and the students answer it by saying “he/she is ...”. The student who gets the picture stands and sticks the picture at the whiteboard.
- ♥ The teacher asks questions to the students repeatedly.
- ♥ Then the teacher gives examples how to ask for information about what they like to do/what their hobbies by using a hand puppet. For example: “What do you like to do?” “I like playing football”. It means that his hobby is playing football.

➤ **Practice**

- ♥ The teacher asks some students about what their hobby by using a hand puppet.
- ♥ The teacher asks some students to practice with their friends.

➤ **Production**

- ♥ After the students understand about the material, the teacher gives information gap activities. It is a worksheet about people’s hobby.
- ♥ This activity is done in pairs. In each pair one student is A and the other student is B. They receive different missing blanks that they can only fill in by asking each other question. Student A is told to find out what Raihan’s hobby for example. Student B has the answer of course and tells Student A what Raihan likes to do. Student B has blanks, too, which only Student A can fill. Students A and B will have to ask each other questions in order to complete their worksheet. The students are not supposed to look at each other’s worksheet.



♥ The teacher walks around to control the activities without joining in one of groups.

♥ While controlling, the teacher writes the progress of the activities.

**c. Closing activities**

♥ The teacher asks the students about what they learn today and summarizes the material together.

♥ The teacher gives further guidance by passing some questions related to the material to the students.

♥ The teacher and the students make a reflection of the lesson.

♥ The teacher closes the class by greeting them and saying good bye.

**E. REFERENCES**

✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.

✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

**F. MEDIA**

‘Good morning’ song

‘How are you’ song

Flashcards

A hand puppet

**G. EVALUATION**

Oral test/ Spoken test

**H. ASSESSMENT RUBRIC**

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5
		Very good	4

		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 24th of October, 2013

The English teacher

The researcher

(Evi Ni'matuzzakiah, S.Th.I, M.A.)

(Siti Choyimah)

NIM. 06202244161

## LESSON PLAN 6

School : SDIT Salsabila 3  
 School Subject : English  
 Class/Semester : IV/I

Indicators :

- ♥ Students are able to identify the differences of their family relationship.
- ♥ Students are able to give information about their family relationship.
- ♥ Students are able to introduce their family relationship.

Skill : Speaking  
 Theme : Family  
 Time : 2x35 minutes

### A. THE OBJECTIVE

The students can introduce their family related to their relationship.

### B. THE MATERIAL

#### **Vocabularies:**

- Grandmother, grandfather, mother, father, aunt, uncle, sister, brother, cousin, etc.

#### **Expressions:**

- Who is Rani?  
 She is my sister.  
 She is my aunt.  
 She is my niece.

### C. THE METHOD OF LEARNING : *PPP (Presentation, Practice, Production)*

### D. THE ACTIVITIES

#### a. Opening activities

- ♥ The teacher greets the students by singing “Good morning” song then they do prayer together.
- ♥ The teacher asks the students’ condition.
- ♥ The teacher checks the attendance list.

#### b. Main activities

##### ➤ Presentation

- ♥ The teacher shows a big picture of family tree and explains every family member.
- ♥ The teacher reviews the names and the relationship of every family member and gives the students the example of how to ask for and give information about the member relationship. For example, “Who is Rina? She is Angga’s sister”. Then the teacher asks to some students about the member relationship. “Who is....?” the students listen the question and answer “He/ She is ....”
- ♥ The teacher invites the students to sing “She’s my mom” song.

##### ➤ Practice

- ♥ The teacher checks the students’ understanding by asking the family member relationship repeatedly.
- ♥ The students practice asking the family relationship with their friends.

##### ➤ Production

- ♥ The teacher gives a different blank family tree worksheet which the students should complete by asking their partner without looking at their partner worksheet.
- ♥ The students should do this activity in pairs.
- ♥ The teacher, here, is as a controller.

♥ The teacher walks around to control the activities without joining in one of groups.

♥ While controlling, the teacher writes the progress of the activities.

**c. Closing activities**

♥ The teacher asks the students about what they learn today and summarizes the material together.

♥ The teacher gives further guidance by passing some questions related to the material to the students.

♥ The teacher and the students make a reflection of the lesson.

♥ The teacher closes the class by greeting them and saying good bye.

**E. REFERENCES**

✚ Tim CV. Meda Sejati. LKS Clever Book for Elementary School kelas 4 semester 1. 2009. Putra Nugraha Press: Batang.

✚ Departemen Pendidikan Nasional. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar. 2007. Depdiknas: Jakarta.

**F. MEDIA**

‘Good morning’ song

A big picture of family tree

“She’s my mom” song

A family tree worksheet

**G. EVALUATION**

Oral test/ Spoken test

**H. ASSESSMENT RUBRIC**

No.	Aspect evaluated	Arrange score	Score
1.	Pronunciation	Excellent	5

		Very good	4
		Good	3
2.	Fluency	Excellent	5
		Very good	4
		Good	3

Yogyakarta, 31st of October, 2013

The English teacher

The researcher

(Evi Ni'matuzzakiah, S.Th.I, M.A.)

(Siti Choyimah)

NIM. 06202244161

# Appendix D:

## Course Grids

## The Course Grid of the Implementation of Information Gap Activities

No.	Theme	Indicators	Learning Materials	Cycle	Learning Activities	Information Gap Activities	Assessment	Teaching aids/Resources
1.	❖ Greeting and Parting	➤ The students are able to greet and respond to greeting	<b>Expressions:</b> <ul style="list-style-type: none"> <li>• Hi, Hello</li> <li>• Good morning/after noon/evening</li> <li>• See you</li> <li>• See you later</li> <li>• Good bye</li> </ul> Exp: <ul style="list-style-type: none"> <li>▪ Hi, how are you? I'm fine, thank you.</li> </ul>	I	<b>a. Opening activities</b> <ul style="list-style-type: none"> <li>♥ The teacher greets the students then they do prayer together.</li> <li>♥ The teacher asks the students' condition.</li> <li>♥ The teacher calls the roll.</li> <li>♥ The students listen when the teacher sings "Good Morning" song. After that, the students sing the song together with the teacher.</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>♥ The teacher gives the examples of greeting and introduction by using a hand puppet.</li> <li>♥ The teacher greets some students as the next example.</li> <li>♥ The teacher introduces herself then asks some students to practice introducing themselves in front of the class.</li> <li>♥ Next the teacher checks the students'</li> </ul>	✓ A survey game  The teacher gives a blank personal information worksheet and the students work in group to do the worksheet. The students are looking for their friends' personal identity. They have to ask each other's information in order to complete their worksheet, which consists of name, age, birthday, hobby, and living, by using English. The teacher as a controller walks around to control the activities.	Students' Performance	<ul style="list-style-type: none"> <li>• A hand puppet</li> <li>• 'Good morning' song</li> <li>• A handout</li> <li>• Personal information worksheet</li> </ul>



	❖ Introduction	➤ The students are able to introduce themselves	<p>Vocabularies:</p> <ul style="list-style-type: none"> <li>Name, live, age, birthday, hobbies</li> </ul> <p><b>Expressions:</b>  My name is...  I'm ...  I live at...  My hobby is...</p>		<p>understanding by holding test related to the material. Before doing the test, the teacher explains the way to do it. The teacher gives a blank personal information worksheet and the students work in group to do the worksheet. The students will have to ask each other's information in order to complete their own worksheet by using English. The teacher as a controller just walks around to control the activities.</p> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher closes the class by greeting them and saying good bye.</li> </ul>			
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2.	Fruits and Vegetables	➤ The students are able to ask for and give information about fruits and vegetables they like	<b>Vocabularies:</b> <ul style="list-style-type: none"> <li>• <b>Fruits:</b> apples, grapes, mango, orange, avocado, strawberry, watermelon, pear, pineapple, durian, banana.</li> <li>• <b>Vegetables:</b> carrot, cabbage, garlic, potato, tomato, spinach, onion, lettuce, eggplant, chili, cucumber.</li> </ul> <b>Expression:</b> What fruits do you like? I like mangoes.  What vegetables do you like? I like spinach.	I	<b>a. Opening activities</b> <ul style="list-style-type: none"> <li>♥ The teacher greets the children then they do a prayer together.</li> <li>♥ The teacher asks the students' condition by singing "How are you?" song.</li> <li>♥ The teacher checks the attendance list.</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>♥ The teacher explains the name of fruits and vegetables by showing the flashcard.</li> <li>♥ The teacher gives the students the example of how to ask and give information about fruits and vegetables by using puppet as a dialog partner.            "What fruits do you like, Kitty?" asks her, the puppet replies "I like orange and apples."            "What vegetables do you like, Kitty?" asks her, the puppet replies "I like spinach."            The teacher acts as Kitty and asks the students "What fruits         </li> </ul>	✓ A survey game  The worksheet is done in groups. The students have to ask one by one of their group about what fruits and vegetables they like so that they can complete their worksheet. The teacher controls the activity without joining in one of the group.	Students' Performance	<ul style="list-style-type: none"> <li>• 'How are you' song</li> <li>• Flashcards</li> <li>• A hand puppet</li> <li>• 'what do you like?' song</li> <li>• Fruits and vegetables worksheet</li> </ul>
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					<p>do you like?” and “What vegetables do you like?” The students listen to the Kitty’s question and answer by mentioning the name of fruits and vegetables.</p> <ul style="list-style-type: none"> <li>♥ The teacher then asks the students to sing “What do you like?” song. This song is intended to get enjoyable practice in pronouncing the words for students.</li> <li>♥ The students listen when the teacher sings the song. After that, the students sing the song together with the teacher.</li> <li>♥ After that the teacher gives a test to check the students’ understanding. It is a fruits and vegetables worksheet.</li> <li>♥ The teacher explains the rule of doing worksheet. It will be done in groups. The students have to ask one by one of their group about what fruits</li> </ul>			
--	--	--	--	--	--	--	--	--

					<p>and vegetables they like so that they can complete their worksheet. The teacher controls the activity without joining in one of the group.</p> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li> <li>♥ The teacher closes the class by greeting them and saying good bye.</li> </ul>			
3.	Things in the classroom	➤ The students are able to ask and give things related to things in the classroom correctly and appropriately	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Handy things;</b> a book, a pen, a pencil, a rubber, a ruler, a sharpener, a correction pen, etc.</li> </ul> <p><b>Expressions:</b></p> <ul style="list-style-type: none"> <li>• What have you got?</li> </ul>	<b>I</b>	<p><b>a. Opening activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.</li> <li>♥ The teacher asks the students’ condition by singing “how are you?” song.</li> <li>♥ The teacher checks the attendance list.</li> </ul> <p><b>b. Main activities</b></p>	<p>✓ A search game</p> <p>This worksheet is done in groups. Each member of group should collect their four things, which consist of a pen, a pencil, a rubber, and a book, and then take it back randomly. They have to ask</p>	Students’ Performance	<ul style="list-style-type: none"> <li>• ‘Good morning’ and ‘How are you’ song</li> <li>• Real object of handy things in the classroom</li> <li>• Flashcards</li> <li>• A hand puppet</li> <li>• ‘Can I have a pen?’ song</li> <li>• Things in the</li> </ul>

			<p>I've got a pencil I've got a book I've got a ruler</p> <ul style="list-style-type: none"> <li>• Can I have a pen? Sure here is a pen.</li> <li>• Can I have a rubber? Sure here is a rubber.</li> <li>• Etc</li> </ul>		<p>♥ The teacher distributes some pictures of things in the classroom to the students.</p> <p>♥ The teacher asks a question: "What do we call this in English?" by showing flashcards and the students answer it by saying "It is a/an ...". The student who gets the picture stands and sticks the picture at the whiteboard</p> <p>♥ The teacher asks the students to collect five things they have, and then asks them, for example, "<i>I've got a pen, a pencil case...etc. What have you got, Angga?</i>" The student has to answer completely, "<i>I've got a ruler, a book, etc.</i>"</p> <p>♥ The teacher gives an example how to ask a thing by using a hand puppet, "<i>Can I have a pen, Kitty? Sure, here is a pen.</i>"</p> <p>♥ The teacher gives different examples of asking and giving</p>	<p>each others to know who brings their own things to take their own so that they can fill the blank worksheet. The teacher controls the activity without joining it.</p>	<p>classroom worksheet</p>
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					<p>things.</p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students' things randomly, and then asks them to take their things back by saying "<i>Can I have a pen, Mom?</i>"</li> <li>♥ After that the teacher invites the students to sing "Can I have a pen?" song for refreshing.</li> <li>♥ Next the teacher gives a worksheet. It is done in group. Each member of group should collect their four things and then take it back randomly. They have to ask each others to know who brings their things to take their own so that they can fill the blank worksheet.</li> </ul> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li> <li>♥ The teacher gives further guidance by passing some questions</li> </ul>			
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					related to the material to the students. ♥ The teacher closes the class by greeting them and saying good bye.			
4.	Places around the school	➤ The students are able to ask for and give information about the locations of places around the school	<b>Vocabularies:</b> <ul style="list-style-type: none"> <li><b>Places around the school:</b> A teacher's room, an office, classrooms, a library, a canteen, parking lots, a toilet, a mosque, a healthy room, a school yard, a kitchen, etc.</li> </ul> Beside, behind, between, across, in front of, etc. <b>Expressions:</b> <ul style="list-style-type: none"> <li>Where is the library? It is beside the computer room.</li> <li>Where is the canteen? It is behind the mosque.</li> </ul>	II	<b>a. Opening activities</b> <ul style="list-style-type: none"> <li>♥ The teacher greets the students then they do a prayer together.</li> <li>♥ The teacher asks the students' condition by singing "how are you?" song.</li> <li>♥ The teacher checks the attendance list.</li> </ul> <b>b. Main activities</b> <ul style="list-style-type: none"> <li>♥ The teacher shows a big picture of school map and explains some rooms in the school.</li> <li>♥ The teacher reviews the names of rooms at school and gives the students the example of how to ask for and give information about rooms at school by using puppet as a dialog partner, "Where is the toilet, Kitty? It is beside the kitchen"</li> <li>♥ Then the teacher asks to some students about location of a certain</li> </ul>	✓ A search game  The worksheet is done in pairs. In each pair one student is A and the other student is B. They receive same maps with different missing blanks that they can only fill in by asking each other question. Student A is told to find out where the toilet is for example. Student B has the answer of course and describes Student A where it is. Student B has blanks, too, which only Student A can fill. The point is that A and B will have to ask each other questions in order to complete their maps, e.g: A:	Students' Performance	<ul style="list-style-type: none"> <li>• 'How are you' song</li> <li>• A hand puppet</li> <li>• A big picture of school map</li> <li>• A big dice game</li> <li>• A big dice</li> <li>• A school map worksheet</li> </ul>

					<p>room around the school. “Where is the....?” the students listen to the question and answer “It is beside/across ....”</p> <ul style="list-style-type: none"> <li>♥ After that the teacher invites the students to play a game and prepares a big dice which contains prepositions on its faces.</li> <li>♥ The teacher rolls the dice.</li> <li>♥ If the dice faces the word “beside” for example. The group should tell the location of a certain place around their school by using the word “beside”(The canteen is beside the healthy room)</li> <li>♥ After about ten rounds, the group with the most points wins</li> <li>♥ After finishing the game, the teacher gives the exercises.</li> <li>♥ The teacher distributes school maps. The students should do this activity in pairs.</li> <li>♥ In each pair one student</li> </ul>	<p>Where is the toilet? B: It is behind the mosque.(A writes the toilet in the correct place on his or her map.) Then it is Student B’s turn to ask a question. In this activity the students are not supposed to look at each other’s maps.</p>	
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					<p>is A and the other student is B. They receive same maps with different missing blanks that they can only fill in by asking each other question. Student A is told to find out where the toilet is for example. Student B has the answer of course and describes Student A where it is. Student B has blanks, too, which only Student A can fill. The point is that A and B will have to ask each other questions in order to complete their maps, e.g: A: Where is the toilet? B: It is behind the mosque.(A writes the toilet in the correct place on his or her map.) Then it is Student B's turn to ask a question. In this activity the students are not supposed to look at each other's maps.</p> <p><b>c. Closing activities</b></p> <p>♥ The teacher asks the students about what they learn today and summarizes the</p>			
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					<p>material together.</p> <p>♥ The teacher gives further guidance by passing some questions related to the material to the students.</p> <p>♥ The teacher closes the class by greeting them and saying good bye.</p>			
5.	Hobbies	➤ The students are able to ask for and give information about their hobbies/what they like to do	<p><b>Vocabularies:</b> Reading, swimming, watching TV, singing, dancing, listening to the music, drawing, fishing, cooking, playing football, etc.</p> <p><b>Expression:</b> What do you like to do? What is your hobby? I like drawing.</p>	II	<p><b>a. Opening activities</b></p> <p>♥ The teacher greets the children by singing “Good morning” song then they do a prayer together.</p> <p>♥ The teacher asks the students’ condition by singing “how are you?” song.</p> <p>♥ The teacher checks the attendance list</p> <p><b>b. Main activities</b></p> <p>♥ The teacher distributes some pictures of hobbies to the students.</p> <p>♥ The teacher asks a question: “What is he/she doing?” by showing flashcards and the students answer it by saying “he/she is ...”.</p> <p>♥ The student who gets the picture stands and</p>	<p>✓ A survey game</p> <p>This activity is done in pairs. In each pair one student is A and the other student is B. They receive different missing blanks that they can only fill in by asking each other question. Student A is told to find out what’s Raihan hobby for example. Student B has the answer of course and tells Student A what Raihan likes to do. Student B has blanks, too, which only Student A can fill. Students A and B will have to ask each other questions</p>	Students’ Performance	<ul style="list-style-type: none"> <li>• ‘Good morning’ and ‘How are you’ song</li> <li>• Flashcards</li> <li>• A hand puppet</li> <li>• A someone’s hobbies worksheet</li> </ul>

					<p>sticks the picture at the whiteboard.</p> <ul style="list-style-type: none"> <li>♥ Then the teacher gives examples how to ask for information about what they like to do/what their hobbies. For example: “What do you like to do?” “I like playing football”. It means that his hobby is playing football.</li> <li>♥ The teacher asks some students about their hobby.</li> <li>♥ After the students understand about the material, the teacher gives the test. It is a worksheet about someone’s hobby.</li> <li>♥ This activity is done in pairs. In each pair one student is A and the other student is B. They receive different missing blanks that they can only fill in by asking each other question. Student A is told to find out what’s Raihan hobby for example. Student B has the answer of course</li> </ul>	<p>in order to complete their worksheet.</p> <p>The students are not supposed to look at each other’s worksheet.</p>		
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					<p>and tells Student A what Raihan likes to do. Student B has blanks, too, which only Student A can fill. Students A and B will have to ask each other questions in order to complete their worksheet.</p> <p>♥ The students are not supposed to look at each other's worksheet.</p> <p><b>c. Closing activities</b></p> <p>♥ The teacher asks the students about what they learn today and summarizes the material together.</p> <p>♥ The teacher gives further guidance by passing some questions related to the material to the students.</p> <p>♥ The teacher closes the class by greeting them and saying good bye.</p>			
6.	Family	➤ The students are able to ask for and give information about their family relationship.	<b>Vocabularies:</b> Grandmother, grandfather, mother, father, aunt, uncle, sister, brother, cousin.	<b>II</b>	<p><b>a. Opening activities</b></p> <p>♥ The teacher greets the children by singing "Good morning" song then they do a prayer together.</p> <p>♥ The teacher asks the</p>	<p>✓ A search game</p> <p>This activity is done in pairs. In each pair consists of student A and B. The teacher gives a</p>	Students' Performance	<ul style="list-style-type: none"> <li>• 'Good morning' song</li> <li>• A big picture of family tree</li> <li>• 'She's my mom' song</li> <li>• A family tree</li> </ul>







			<p>Who is Aqila? She is my sister/ She is my aunt/ She is my cousin.</p>		<p>students' condition.</p> <ul style="list-style-type: none"> <li>♥ The teacher checks the attendance list</li> </ul> <p><b>b. Main activities</b></p> <ul style="list-style-type: none"> <li>♥ The teacher shows a big picture of family tree and explains every family member.</li> <li>♥ The teacher reviews the names of every family member and gives the students the example of how to ask for and give information about the member relationship. For example, "Who is Aqila? She is Najwa's sister". Then the teacher asks to some students about the member relationship. "Who is....?" the students listen the question and answer "He/She is ...."</li> <li>♥ The teacher invites the students to sing "She's my mom" song.</li> <li>♥ The teacher checks the students' understanding by giving a test. It is done in pairs.</li> <li>♥ The teacher gives a different blank family</li> </ul>	<p>different blank family tree worksheet which the students should complete by asking their partner without looking at their partner worksheet. The teacher has to control the activity.</p>		<p>worksheet</p>
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					<p>tree worksheet which the students should complete by asking their partner without looking at their partner worksheet. The teacher has to control the activity.</p> <p><b>c. Closing activities</b></p> <ul style="list-style-type: none"><li>♥ The teacher asks the students about what they learn today and summarizes the material together.</li><li>♥ The teacher gives further guidance by passing some questions related to the material to the students.</li></ul> <p>The teacher closes the class by greeting them and saying good bye.</p>			
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# Appendix E:

## Media

## MEDIA

	
<b>REAL OBJECTS OF THINGS IN THE CLASSROOM</b>	<b>FLASHCARDS OF THINGS IN THE CLASSROOM</b>
Used as media in introducing things in the classroom	Used as media in introducing things in the classroom
	
<b>FLASHCARDS OF FRUITS</b>	<b>FLASHCARDS OF VEGETABLES</b>
Used as media in introducing some fruits	Used as media in introducing some vegetables
	
<b>A BIG DICE</b>	<b>BIG PICTURE OF PLACES AROUND THE SCHOOL</b>
Used as media in playing games in	Used as media in introducing places



introducing prepositions on places around the school	around the school
	
<b>FLASHCARDS OF HOBBIES</b>	<b>A HAND PUPPET</b>
Used as media in introducing some hobbies	Used as the researcher's dialogue partner
	
<b>A HANDOUT</b>	<b>THE PICTURES OF SOME FRUITS</b>
Used as media in presenting the material	Used as media in presenting the material
	
<b>THE PICTURES OF SOME VEGETABLES</b>	<b>A HANDOUT</b>
Used as media in presenting the material	Used as media in presenting the material

# Appendix F:

# Worksheets

## 1. A WORKSHEET IN THE FIRST MEETING

Name :

Number :



**Fill in these personal identities by asking your friends identity!**



Name :  
Age :  
Birthday:  
Address:  
Hobby :





Name :  
Age :  
Birthday:  
Address:  
Hobby :





Name :  
Age :  
Birthday:  
Address:  
Hobby :



Name :  
Age :  
Birthday:  
Address:  
Hobby :



Name :  
Age :  
Birthday:  
Address:  
Hobby :





Name :  
Age :  
Birthday:  
Address:  
Hobby :

## 2. A WORKSHEET IN THE SECOND MEETING

Name :

Number :

**Complete this task by asking your friends' favorite fruits and vegetables!**

NO.	WHAT DO YOU LIKE?	FRUITS	VEGETABLES
	NAME		
1.			
2.			
3.			
4.			
5.			
6.			





### 3. A WORKSHEET IN THE THIRD MEETING

Name :

Number :

**Complete this task by asking your friends to take your own handy things.**

**Write and tick the name who has brought it!**

Name The object					
					
					
					
					

#### 4. A WORKSHEET IN THE FOURTH MEETING

##### Worksheet A

Name :

Number:

Do it in pairs. Complete your map by asking questions to your partner about the location of some places below and write the correct numbers for the rooms after you get information from your partner! See the example:



Where is the  
class 2?

It is beside the  
class 1.



1. A kitchen
2. A 5th classroom

3. An office
4. A 3rd classroom

## Worksheet B

Name :

Number:

Do it in pairs. Complete your map by asking questions to your partner about the location of some places below and write the correct numbers for the rooms after you get information from your partner! See the example:



Where is the  
canteen?

It is beside the  
kitchen.



1. Parking lots

2. A 2nd classroom

3. A healthy room

4. A mosque













## 5. A WORKSHEET IN THE FIFTH MEETING

Worksheet A







Name :

Number :

Complete this task by asking your friend' information!

N O.	NAME	HOBBIES		
1.	Raihan	 (       )	 (       )	 (       )
2.	Aqila	 (       )	 (       )	 (       )
3.	Akbar	 (       )	 (       )	 (       )
4.	Najwa	 (       )	 (       )	 (       )


















5.	Naila			
		(       )	(       )	(       )
6.	Azka			
		(       )	(       )	(       )




Worksheet B

Name :

Number :

Complete this task by asking your friend' information!

N O.	NAME	HOBBIES		
1.	Raihan	 ( x )	 ( )	 ( x )
2.	Aqila	 ( )	 ( x )	 ( x )
3.	Akbar	 ( x )	 ( x )	 ( )
4.	Najwa	 ( )	 ( x )	 ( x )
5.	Naila	 ( )	 ( x )	 ( x )

6.	Azka			
		(    x    )	(    x    )	(            )

## 6. A WORKSHEET IN THE SIXTH MEETING

### Worksheet A

Name :

Number :

**Fill in the blank by asking your friends' information!**

Find, who is: 1. Abdullah 3. Rahman 5. Najwa

2. Ali 4. Raihan



?

?



**Grandmother**

Maemunah



?

?



**Aunt**

Maryam



?

?



**Mother**

Aisyah



?

?



**Cousin**

Aqila



**Me**

AKBAR



**Sister**

Naila



?

?

## Worksheet B

Name :

Number :

**Fill in the blank by asking your friends' information!**

Find, who is: 1. Maemunah 3. Maryam 5. Aqila  
2. Aisyah 4. Naila



**Grandfather**

Abdullah



?

?



**Uncle**

Ali



?

?



**Father**

Rahman



?

?



**Cousin**

Najwa



?

?



**Me**

AKBAR



?

?



**Brother**

Raihan

# Appendix G: Speaking Test Scores

## SPEAKING TEST SCORES

**Table 8. The students' pre- and post- speaking test scores**

No.	Nama	Nickname	Pre-test	Post-test
1.	Abizar Haqqan	Abi	6.5	8.5
2.	Dede Anisa Putri R.	Dede	6	8.5
3.	Difa Dliaul Haq	Difa	6.5	7.5
4.	Dina Nursya Anjani	Dina	5	7
5.	Dona Nursya Anjani	Dona	5.5	7.5
6.	Fatimah Zahra	Zahra	7.5	9
7.	Hanifa Ayu Wijaya	Ifa	6	8.5
8.	Irfan Irsyad	Irfan	5.5	7.5
9.	Iva Cahya Nindya Dewi	Iva	7	8.5
10.	Jembar Tahta Aunilla	Jembar	6	7.5
11.	Khalifah Azizah Mayda S.	Olif	8	9.5
12.	M. Fatihan Zakwan U.	Fatih	6.5	8
13.	M. Rauzan Rey Vaganza	Rauzan	8.5	9.5
14.	M. Ridwan Nur Cholis	Ridwan	5.5	7.5
15.	Naufal Afdhia F.	Naufal	6.5	8.5
16.	Nazwa Aditya D.	Adit	8	9.5
17.	Putra Wahyu Devanda	Deva	6.5	9
18.	Rafa Nabil Muzaki	Rafa	5.5	8
19.	Ramadhan Zaki A.	Zaki	5	7.5
20.	Vivia Videla Yana	Vivia	8	9.5
21.	Zulfa Husna Aulia	Zulfa	7.5	8.5

**Pre-test**

$$\begin{aligned}
 \text{Mean} &= \frac{\sum X}{N} = \frac{6.5 + 6 + 6.5 + 5 + 5.5 + 7.5 + 6 + 5.5 + 7 + 6 + 8 + 6.5 + 8.5 + 5.5}{21} \\
 &= \frac{137}{21} \\
 &= 6.5
 \end{aligned}$$

**Post-test**

$$\begin{aligned}
 \text{Mean} &= \frac{\sum X}{N} = \frac{8.5 + 8.5 + 7.5 + 7 + 7.5 + 9 + 8.5 + 7.5 + 8.5 + 7.5 + 9.5 + 8 + 9.5 + 7.5 + 8.5 + 9.5 + 9 + 8 + 7.5 + 9.5 + 8.5}{21} \\
 &= \frac{175}{21} \\
 &= 8.3
 \end{aligned}$$



# Appendix H:

## Observation Checklists

## Observation Checklists

### Observation scores per meeting (Cycle I and Cycle II)

No.	Observation items	Observation scores				
		0	1	2	3	4
A	Pre-teaching					
	1. The teacher greets the students.				✓	
	2. The students respond to the greeting.			✓		
	3. The teacher asks the students' condition.				✓	
	4. The students tell their condition to the teacher.			✓		
	5. The teacher calls the roll.				✓	
	6. The students tell who is absent.			✓		
	7. The teacher outlines the materials.				✓	
	8. The teacher explains the goal of teaching and learning.				✓	
B	Whilst-teaching					
	1. The students are ready to learn the materials			✓		
	2. The teacher explains the material (the vocabularies and the language function of asking and giving information).				✓	
	3. The teacher uses media (game, flashcards, a big picture, and a puppet) in helping to deliver the material.					✓
	4. The students' respond towards the teacher's explanation.			✓		
	5. The teacher gives examples of doing activity.				✓	
	6. The students listen to the teacher's explanation.			✓		
	7. The teacher gives chances to the students for asking questions				✓	
	8. The students ask questions.		✓			
	9. The students offer themselves to be the volunteer.			✓		
	10. The teacher gives enough time to the students to arrange their seat/to move in groups/pairs.				✓	
	11. The students do the activity.				✓	
	12. The students cooperate well in the activity.				✓	
	13. The students speak in English during the activity.				✓	
	14. The teacher checks the students' understanding by holding speaking test.				✓	
C	Post-Teaching					
	1. The teacher and students summarize the lesson.				✓	
	2. The teacher gives further guidance.				✓	
	3. The students reflect their learning			✓		
	4. The teacher gives rewards and motivate the				✓	

	students to participate more in the next meeting					
	5. The teacher says good bye.				✓	

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

Observer

(Evi Ni'matuzzakiah, S.Th.I, M.A.)

# Appendix I:

# Photographs

## PHOTOGRAPHS



The students are practicing the dialog about their favorite fruits and vegetables.



SDIT Salsabila 3 Banguntapan Bantul



The students are working in groups to do the information gap activities.



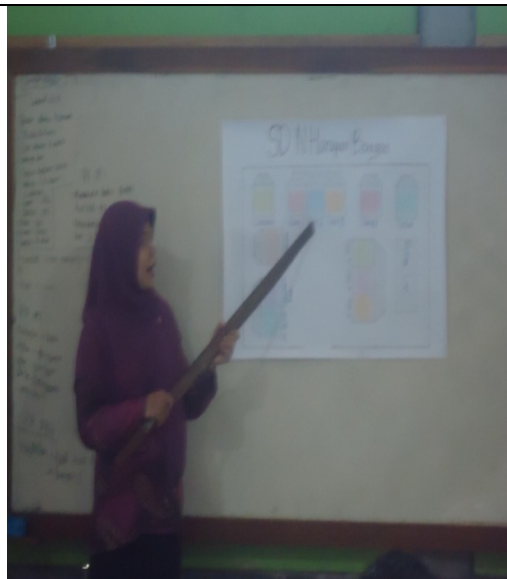
The students are working in groups to do the information gap activities.



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The students are sticking the pictures of things in the classroom on the board.



The researcher is explaining the material about places around the school.



The students are working in pairs to do the information gap activities.





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The student is sticking the picture of hobbies on the board.



The researcher is using a hand puppet to support her explanation in front of the class.

	
<p>The students are working in groups to do the information gap activities.</p>	<p>The students are working in pairs to do the information gap activities.</p>
	
<p>The researcher uses a hand puppet as her dialogue partner or in giving examples in the presentation session.</p>	<p>The students are listening to the researcher's explanation.</p>